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ABSTRACT

This handbook is intended to assist vocational instructors in replicating the program to provide non-sheltered work experience to severely handicapped individuals. The first section is a description of the original program that was developed through the coordinated efforts of staff from three vocational schools in Kentucky. Included in the next section are guidelines for organizing workstations, procedures for identifying job training stations, task analyses for 23 jobs that were developed at 8 sites during the original project, and checklists of the abilities that each of the sites required of entry-level students. The third section discusses making community contact and developing incentive programs for employment. Information concerning evaluation of the original program is provided in the fourth section. (Appendixes to this handbook include a sample parent letter, insurance information form, photo release, transportation waiver, workstation training agreement, and birth verification form as well as a storyboard for a slide presentation.) (MN)

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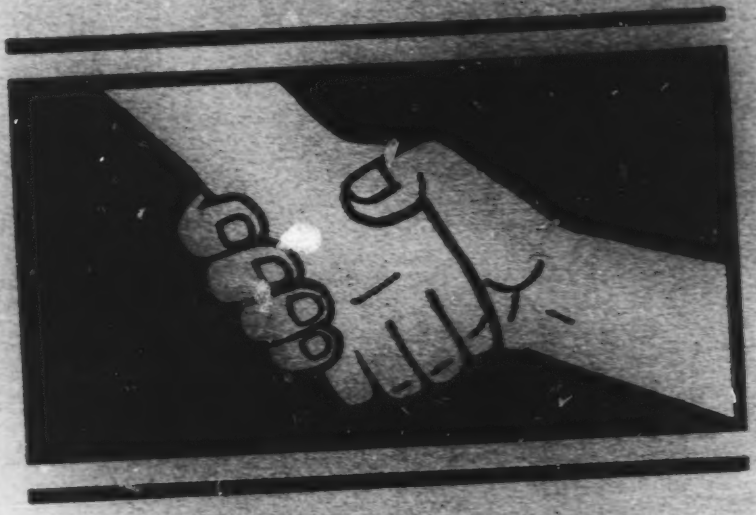
NON-SHELTERED EMPLOYMENT FOR SEVERELY HANDICAPPED STUDENTS



Program Handbook 1985

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Alice McDonald, Superintendent of Public Instruction

F I N A L R E P O R T

NON-SHELTERED EMPLOYMENT FOR SEVERELY HANDICAPPED STUDENTS

BY

HARLAND D. SMITH

PROJECT DIRECTOR

JUNE, 1985

JEFFERSON COUNTY BOARD OF EDUCATION

LOUISVILLE, KENTUCKY

PROJECT NUMBER

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NONDISCRIMINATION AGREEMENT

Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation under any program or activity receiving Federal financial assistance. Therefore, the vocational education research, exemplary, and dissemination program of the Commonwealth of Kentucky, like every program or activity receiving financial assistance from the Department of Health, Education and Welfare, must be operated in compliance with this law.

Printed with Federal Funds.

ABSTRACT

TITLE: NON-SHELTERED EMPLOYMENT FOR SEVERELY HANDICAPPED STUDENTS
DURATION: JULY, 1984 - JUNE, 1985

OBJECTIVES:

1. To identify 15 work sites related to existing vocational training for students to gain work experience prior to individual placement trials.

2. To task analyze jobs, rate or work, physical requirements, adaptations needed for severely handicapped students to be more successful.

3. To provide assistance to job supervisors in demonstrating successful teaching methods directly on the job.

4. To share with related area vocational teachers and students information gained in the #2 above in order to better prepare and counsel students to meet job requirements.

PROCEDURE:

Three work experience Coordinators will work in business during non-school hours to accomplish the following: Identify businesses who will work with the handicapped. Gain practical experience and knowledge by working the actual job that the student will be trained to do. Task analyze jobs that can be target for the next school year. Share with other vocational teachers current market trends and business practices: Counsel with parents and students about career choices and practical requirements for jobs to better match abilities with job requirements.

CONTRIBUTION TO EDUCATION:

This program expanded placement services for the handicapped while stimulating a more flexible procedure for accomplishing such. It also defined a realistic method to gain work experience for the handicapped in realistic community jobs and define reasonable directions for growth.

PRODUCTS DEVELOP:

Final Quarterly Reports
Video Tape
Slide Presentation

PREFACE AND ACKNOWLEDGEMENTS

As Vocational Education strives to meet the needs of handicapped students, work stations in the community can prescribe levels of support and training modifications in the community while integrating students in to the mainstream of the work force.

The following people made contributions to this project.

The Administration of the Bureau of Vocational Education.

The Staff of the Research and Development Programs Unit of the Bureau of Vocational Education

The Lyndon Vocational Rehabilitation Center Administration, Counseling and Teaching Staff

Lyndon Vocational Rehabilitation Center Special Project Staff
Peter Piccirilli, Vocational Improvement Program Coordinator
Carl Amos, Commercial Foods Instructor
Melita Chilton, Home Community Services Instructor
Peggy Gibson, Modified Clerical Occupations Instructor
Carolyn Scisney, Commercial Foods Instructor

The Mill Creek Vocational Rehabilitation Center Special Project Staff

Mill Creek Vocational Rehabilitation Center Special Project Staff
George DeBerry, Vocational Improvement Program Coordinator
Albert Cole, Modified Clerical Occupations Instructor
Margaret Williams, Home Community Services Instructor

The Roberta B. Tully School Administration, Counseling and Teaching Staff

Roberta B. Tully School Special Project Staff
Yvonne Kelley, Orientation to Work Experience, Developmental Occupational Program Coordinator

The Fairdale High School Special Projects Staff

Jeannie Giska, Teacher of Trainable Mentally Handicapped

The Lyman T. Johnson Middle School Special Project Staff

Patty Kannapel, Teacher of Trainable Mentally Handicapped

Typists: Geraldine Davis - Lyndon Vocational Rehabilitation Center
Tina Trees - Lyndon Vocational Rehabilitation Center

Secretary/Bookkeeper: Dorothy Boswell - Lyndon Vocational Rehabilitation Center

LOUISVILLE AREA BUSINESS WORK SITE SPONSORS:

Brookside Retirement Community
200 Brookside Drive
Louisville, Ky. 40243

Community Corner
1507 South 37th Street
Lousville, Kentucky 40211

Episcopal Church Home
1201 Lyndon Road
Louisville, Kentucky 40222

Humana Hospital: Audubon
1 Audubon Plaza Drive - Business Office
Louisville, Kentucky 40217 - Medical Records

Humana Hospital : Southwest
9820 Old Third Street Road - Dietary Department
Louisville, Kentucky 40272 - Environmental Services

Humana Hospital: University
530 South Jackson Street - Mail Room & Print Shop
Louisville, Kentucky 40202

Kentucky Flying Service
Bowman Field
Louisville, Kentucky 40205

Louisville Community Action Agency
Head Start
West Region Office
2415 Rockford Lane
Louisville, Kentucky 40216

In dedication to the teachers at Lyndon Vocational Rehabilitation Center, Mill Creek Vocational Rehabilitation Center, Roberta B. Tully School, Fairdale High School, and Lyman T. Johnson Middle School who participated in this project, and to the very special students whom this project served.

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NON-SHELTERED EMPLOYMENT FOR SEVERELY HANDICAPPED STUDENTS

HANDBOOK

SECTION I

INTRODUCTION

Vocational Education has as its major goal competitive employment. For the severely handicapped involved in traditional vocational education classes, this goal has been mostly out of reach. Through this NON-SHELTERED EMPLOYMENT FOR SEVERELY HANDICAPPED project, competitive employment is now a much more realistic and reachable goal, although an expanded understanding of "competitive employment" is still needed.

This project described in this document offers a process for severely handicapped to gain work experience in theri chosen vocational occupational area under the supervision of school staff. This allows teacher, student, and adult service agencies, and business persons to form a community partnership to support the handicapped worker after graduation. This project represents one way among many; however, with direct, on-the-job training, severely handicapped students have more opportunities to gain realistic work experience and access competitive employment here-to-fore closed to them.

The system described, being of only one year trial, has necessarily been brief and needs many changes, modifications, and adaptations to become more functional. Through these efforts, teachers have seen positive growth in students and acceptance by the business community. It is our hope that these concepts will be incorporated into Vocational Education programs as a necessary adaptation for successful teaching and placement of the severely handicapped.

PROGRAM REVIEW

The NON-SHELTERED EMPLOYMENT FOR SEVERELY HANDICAPPED STUDENTS PROJECT began from a perceived need of several vocational teachers at Mill Creek Vocational School. The Vocational Improvement Program Instructor was working in the community with potential employers who had training and employees needs. At the same time, the VIP Instructor was working in school with vocational teachers who were training students who needed employment experiences. All parties involved were finding that a job match after training is difficult and becomes more difficult as the severity of a student's handicapping condition increases.

Teachers expressed a need for students to experience a real job while they were in school so that attitudes and skills could be remediated prior to graduation. Since many of the handicapped students do not have good transfer of learning or learn at the synthesis level, actual experiences on the job were needed. Each teacher with a class load could not take the necessary time to make contacts and follow up for this project in addition to their regular duties. Teachers asked for help.

During the spring of 1984, an opportunity was made available through Vocational Education to conduct research and develop a pilot project. Three teachers from three vocational programs met to brainstorm and develop a proposal: George DeBerry, Vocational Improvement Program teacher at Mill Creek Vocational; Peter Piccirilli, Vocational Improvement Program teacher at Lyndon Vocational; and Yvonne Kelley, Developmental Occupational Program teacher at Roberta B. Tully School. They were instrumental in initiation of a proposal which was approved for the 1984-85 school year.

The proposal called for the three to begin project development at the beginning of July, 1984. They were to make employer contacts and set up appropriate work/training experiences for students who were enrolled at the three schools and who would graduate from public school in the spring of 1985. The project coordinators were to have worked the job in business and to have task analyzed the job skills to a point that a vocational teacher would implement the appropriate training in the classroom or laboratory setting. After training, the project teacher would introduce the student trainee to the business work site and assist the student in learning the necessary competencies and attitudes to improve their employment potential.

Due to a variety of reasons, it became obvious that start-up of the project in early July would not happen. The combinations of personnel vacations, school calendars, and administrative constraints caused us to revise the starting of the project in the fall of 1984. The Commonwealth had funded the project sufficiently and with the requested labor/time schedule. Since the staff hours were not expanded during the summer of 1984, other project considerations needed to be revised to allow the three project coordinators to develop this project in addition to their regular daily schedules and responsibilities. With these concerns and constraints, an alternative plan was developed and approved by the Vocational Educational Research and Development, Kentucky State Department of Education.

The ammended plan called for securing proper substitute teachers regularly (one day per week per teacher) to fulfill the vocational teachers classroom duties and allow the vocational teacher to meet, work with the business persons, task analyze one or more business or industry functions, and match students with appropriate jobs. After these steps were taken, the instructor could regularly take one to four students to a job site and teach in the job setting while the remaining students continued their regular vocational instruction under the supervision of the substitute teacher.

The three project coordinators and the project director met one day each month to prepare reports, review students progress, review staff needs and accomplishments, and share techniques and understandings gained by the teachers and employers they worked with during the month.

During the year, a continuation and follow-up request was made to further develop aspects of this project during the 85-86 school year. Later in the year, state guidelines were changed to allow the local district the discretion of using Research and Demonstration Project funding. It was decided in Jefferson County that each school which received vocational funding for handicapped students could use part of these funds for implementing strategies developed by the project; thus, activities would be coordinated at each principal's discretion.

As a result of reallocating assigned funds under this project, one major expenditure for equipment was finalized to benefit project teachers and other staff who will implement strategies developed by the project. Two portable, light-weight video cassette recorder-players have been purchased and will be scheduled for use by teachers in recording work station accomplishments and making employer contacts.

A video tape (15 minutes in length) was very well prepared and produced by the Department of Public Information staff, Jefferson County Public Schools. This will provide some "how to" steps to follow in order to implement job site training.

The Grants and Awards Department, Jefferson County Public Schools has been of great assistance in the financial monitoring of this project.

The participating staff and employers support the continuation of the concepts and training strategies learned through this project. The students who participated are certainly better prepared to enter the work environments. Fifty-seven (57) students with various handicapping conditions which are noted on the following chart, were included in this project. None had previous work histories and from the intial staff evaluation, probably would not have been placed in competitive employment without this employer-based training. Seventeen (17) of these students were placed before the end of the school year. The remaining students have developed some good work experience, work habits and attitudes and will be better prepared to seek competitive employment.

Teachers, project coordinators, and administrators have gained a first hand understanding of several different businesses in the Louisville area. Since all of the employers have agreed to serve as job references for the NON-SHELTERED EMPLOYMENT PROJECT concepts, additional sites should be fairly easy to develop for the 85-86 school year.

Flexible scheduling and continued creative use of staff will be necessary to allow teachers and small groups of students to continue these training strategies. The increased student improvement and placement opportunities afforded by this concept of training will make the extra efforts well worth the time and energy needed to continue.

STUDENT DESCRIPTION

The following numbers and disabilities of students were included in the NON-SHELTERED EMPLOYMENT project during the 1984-85 school year:

Numbers served	HANDICAPPING CONDITION
21	Learning Disability
19	Educable Mentally Handicapped
5	Trainable Mentally Handicapped
1	Educable Mentally Handicapped and Physically Handicapped
1	Emotionally Handicapped
1	Speech Problem
1	Hearing Impaired
2	Behavior Disability and Learning Disability
* 6	Not identified as specific handicapped
57	Total in Project

* These six students were not identified as handicapped according to Public Law 94-142; however they were educational disadvantaged due to low reading scores .

PROJECT ACCOMPLISHMENTS

1. The development of a vocational work experience model for use within a vocational school setting.

    a. Established system for use of substitute teachers and other school staff to allow time for teachers to work in business with a small group of students.

    b. Established guidelines for community work stations.

2. Developed work stations in eight (8) different businesses involving three (3) project coordinators, seven (7) different occupational area teachers, two (2) Special Education teachers, and (57) students with a variety of handicapping conditions.

3. Produced audio-visual presentations for use for Inservice Training of teachers, counseling with parents and students, and in developing additional community work stations.

4. By developing a role model in working with handicapped students in business, teacher recorded many changes in acceptance by business persons and as a result, 17 students were employed at the end of this project. This first year, none of these placements were in businesses cooperating in the work station development, but job references were used in gaining access to jobs in other businesses.

PROGRAM RECOMMENDATIONS

1. Expand the program to include:

   a. More occupational training areas.

   b. Additional students in each participating area.

   c. More flexibility in scheduling to allow community training additional days and longer hours.

   d. More and greater variety of Community Work Stations.

2. Locate funding to make additional supervisory staff to be available. Small groups of students in one location of a business are necessary, to develop good working relationships with businesses, and many more students are in need of this type of work experience. Additional staffing will allow better supervision in more than one area of a business, more than one business, and insure quality programming for those students continuing the school based program.

3. Initiate regular planning/sharing meetings with teachers who are implementing the work station concepts which would allow for more consistency throughout the project.

SECTION II

WORK STATION ORGANIZATION

In order to establish work stations in conjuction with vocational occupational training areas, the following guideline were followed:

1. The work station must be related to the approved DOT's, training areas for the occupational area. (The Dictionary of Occupational Titles) These areas are regulated by the State Department of Vocational Education for each occupational training area.

2. Work was done during school hours on a volunteer basic as a community service project. This provided access to businesses for training purposes that had not been possible in the past.

3. Teachers provided direct, constant, supervision of students who were working which afforded quality control for the businesses.

4. Small groups, from 1-4, of students were recommended to begin a work station. In some instances, as students developed independence, and by taking a cross-categorical disability grouping, more students could be supported,

5. Scheduling of work stations within the vocational school needed to be flexible in order to use school staff and substitute teachers cooperatively in planning for students in the community as well as continuing the training program at school.

6. Task Analysis and Recording - keeping was done by school staff which, although needed for educational purposes, allowed a more "normal" work procedure. The only paper work required of the business was a Work Site Agreement and an Evaluation at the end of the project.

7. Transportation was supported by Jefferson County Public Schools. Wherever possible, pedestrian and public bus (TARC) were utilized. When time and distance constraints were found, teachers transported students by private automobile and were reimbursed for their travel.

8. Parents were closely involved in the NON-SHELTERED EMPLOYMENT project through the individual Education Program (IEP) process, and by staying informed of student progress throughout the year. One requirement was that they support a community placement, if located, at the end of the project, rather than seeking sheltered workshop placement.

IDENTIFYING JOB TRAINING STATIONS

After reviewing the Work Station concept and guidelines with vocational school staff, teachers who were interested in participating in the project this year identified students in their programs and job areas they preferred. The Vocational Improvement Program and Occupational Work Experience Coordinators then conferred and coordinated community contacts throughout Jefferson County. In some cases, regional offices were jointly contacted with outlets across the county. Once interested businesses were located, teachers were then included in negotiating the beginning job. The jobs were task analyzed and worked by the teacher to gain insight into pace of work, location of supplies, and skills required. This allowed the teacher to begin matching student abilities with job requirements.

When parent permission was obtained and students matched with job possibilities, the Work Station Agreement was negotiated with the business day of week, time of day, number of students who would participate job or parts of jobs, and supervisors employed by the business would be included in a Work Station Agreement.

Travel training, time and money skills, and social relationships were taught in relation to the work location and by supporting growth in these areas and coordinating with home school Exceptional Child Education Teachers, student learned the relationship between work and social behavior to be able to obtain employment and get along with co-workers on the job. In the past, even if an employment situation was located many times the students lacked the personal social attitudes and behaviors to keep a job. This has been extremely frustrating for both the student and the staff after investing many hours of training. The NON-SHELTERED EMPLOYMENT project allowed these skills to be supported in the actual settings in which they would be used to allow the student to make the relationship between related job skills and attitudes learned at school and needed on the job.

TASK ANALYSIS

Included are example of task analysis done in several work station locations. These can easily be turned into student record keeping charts to record progress on needed steps, and can be used in the matching process by teachers in student selection for work stations in the future,

The following task analysis are included:

BROOKSIDE RETIREMENT COMMUNITY

Outline of Jobs

Setting up Housekeeping cart for work
Refilling supplies in public restroom
Caring for plants
Dusting furniture
Cleaning windows
Vacuuming the lobby

COMMUNITY CORNER

Outline of Jobs

Mowing lawn
Repairing broken tiles
Window repair

EPISCOPAL CHURCH HOME

Outline of Jobs

Daily Work Tasks
Breakfast Served
Breakfast Cleanup

HUMANA HOSPITAL: AUDUBON -- BUSINESS OFFICE

Outline of Jobs

Billing: Pulling zeros
Assemblying patient accounts

HUMANA HOSPITAL: AUDUBON -- MEDICAL RECORDS

Outline of Jobs

Filing in Medical Records Permanent Filing Room
Filing in Medical Records Filing - Holding Room

HUMANA HOSPITAL: SOUTHWEST -- ENVIRONMENTAL SERVICES

Outline of Jobs

Cleaning of a discharge room
Cleaning of a transfer room
Cleaning an occupied patient room

HUMANA HOSPITAL: SOUTHWEST -- DIETARY DEPARTMENT

Outline of Jobs

All jos dress code
Assist in dishroom
Assist on clean side of dishwasher

LOUISVILLE COMMUNITY ACTION

Outline of Jobs

Clerical Duties

LOCATION: BROOKSIDE RETIREMENT COMMUNITY

JOB: OUTLINE OF JOB

TASK ANALYSIS:

1. Lobby: Cleaning windows, Dusting furniture

2. Public Restrooms: sanitizing, refilling supplies, collecting trash.

3. Setting up carts: Furniture polish, windex, sanitizing agent, wall cleaner, deodorizer, stainless steel cleaner, scrubber, cleanser, all purpose cleaner, metal cleaner

4. Plants: Water, wash leaves, shine leaves of shiny plants.

LOCATION: BROOKSIDE RETIREMENT COMMUNITY

JOB: SETTING UP HOUSEKEEPING CART FOR WORK

TASK ANALYSIS:

1. Place vacuum cleaner on cart.
2. Place 6 clean cloths on cart.
3. Place broom and dustpan on cart.
4. In supply section of cart, place:

   furniture polish
   all purpose cleaner
   bowl cleaner
   sanitizer
   windex
   scrub free cleanser
   all purpose metal cleanser
   watering can for plants
   water spray bottle
   plant shine

IN STORE ROOM: Identify supplies by color label and labels.

Locate shelf where supplies are stored.

Identify which cloths are for cleaning.

LOCATION: BROOKSIDE RETIREMENT COMMUNITY

JOB: REFILLING SUPPLIES IN PUBLIC RESTROOM

TASK ANALYSIS:

1. Locate restroom.

2. Check to see what is needed:

   Toilet paper
   Paper towels
   Soap for hand disenser

3. Go to stockroom and get needed supplies.

4. Return to restroom and replace items needed.

LOCATION: BROOKSIDE RETIREMENT COMMUNITY

JOB: CARING FOR PLANTS

TASK ANALYSIS:

1. Obtain supplies from housekeeping cart:

   clean cloth
   water spray bottle
   plant shine
   watering can

2. Spray plant with water spray bottle.

3. Carefully wipe off leaves with cloth: hold leaf gently with one hand, wipe off water with cloth using other hand.

4. Spray Plant Shine on plants which have shiny leaves only. Allow to dry--do not wipe off.

5. Every three days, water plant until soil is thoroughly wet using watering can.

6. Return items to cart, separating clean and dirty cloths.

LOCATION: BROOKSIDE RETIREMENT COMMUNITY

JOB: DUSTING FURNITURE

TASK ANALYSIS:

1. Obtain needed supplies from housekeeping cart:

   furniture polish
   clean cloth

2. Remove items from furniture to be dusted.

3. Spray furniture polish onto dust cloth evenly until surface of cloth is wet.

4. Wipe furniture with even strokes, up and down, left and right, until clean and dry--cover entire surface.

5. Replace furniture polish and cloth onto housekeeping cart, separating clean and dirty cloths.

6. Replace items on furniture which has been dusted.

LOCATION: BROOKSIDE RETIREMENT COMMUNITY

JOB: CLEANING WINDOWS

TASK ANALYSIS:

1. From Housekeeping cart obtain:

   Windex
   clean cloth

2. Locate window to be cleaned.

3. Spray window with Windex making sure all areas are covered, especially the corners.

4. Use cloth to wipe window in up and down strokes covering the entire surface.

5. Change cloth when it becomes too wet or dirty.

6. Check window for streaks.

7. Return items to cart, separating clean and dirty cloths.

LOCATION: BROOKSIDE RETIREMENT COMMUNITY

JOB: VACUUMING THE LOBBY

TASK ANALYSIS:

1. Take vacuum off cart.

2. Plug vacuum cord into hall wall socket to keep cord away from doorways and walkways.

3. Turn on vacuum cleaner.

   Use slow, deliberate, back & forth motion to cover the area.

   Keep cord behind you so that it does not get in the way of vacuum cleaner.

   Vacuum carefully around large pieces of furniture, move smaller pieces carefully and replace.

4. Return vacuum to cart.

LOCATION: COMMUNITY CORNER

JOB: OUTLINE OF JOBS

TASK ANALYSIS:

1. Grounds Maintenance

    a. Pick up trash
    b. Mow lawn
    c. Rake lawn
    d. Trim and edge sidewalks

2. Interior Maintenance - Regular

    a. Mop floors.
    b. Wash windows.
    c. Strip and wax floors.
    d. Clean restrooms.
    e. Clean hallways.

3. Interior Maintenance - Special

    a. Replace broken tiles.
    b. Replace broken windows.
    c. Replace light fixtures.
    d. Replace door knobs.

LOCATION: COMMUNITY CORNER

JOB: MOWING LAWN

TASK ANALYSIS:

1. Obtain equipment:

   container for rocks, etc.
   lawn mower, gasoline
   rake
   broom if needed
   trash bags, rag
   wheel barrow if needed

2. Check ground for rocks and debris.

3. Start mower using safety precautions.

4. Mow grass using a pattern to cover the entire area.

5. Rake, broom as necessary.

6. Collect trash containers in wheel barrow. Deposit in dumpster.

7. Clean off mower.

8. Return equipment to storage.

LOCATION: COMMUNITY CORNER

JOB: REPAIRING BROKEN TILES

TASK ANALYSIS:

1. Obtain equipment from supervisor:

   scrapers
   container for broken tiles
   petroleum cleaner
   bucket of water
   rags
   adhesive

2. With scraper, remove all broken tiles.
3. Clean area with petroleum cleaner.
4. Place adhesive on floor where new tiles will be placed.
5. Firmly place tiles against floor.
6. Check to make sure all tiles have been replaced.
7. With damp rag, wipe over tops of all tiles.
8. Return equipment to storage.

LOCATION: COMMUNITY CORNER

JOB: WINDOW REPAIR

TASK ANALYSIS:

1. Obtain equipment from supervisor:

   putty knife, glass cutter
   putty
   new glass
   container for broken glass
   tape or steel measure
   triangular tacks (pointers)
   window cleaner
   rags

2. Remove all broken glass, old putty from window frame.

3. Measure inside of frame.

4. Cut glass.

5. Carefully place glass into frame.

6. Place pointers on all four sides to hold glass in place.

7. Reputty glass at edges.

8. Clean glass.

9. Return equipment to storage.

LOCATION: EPISCOPAL CHURCH HOME

JOB: OUTLINE OF STUDENT JOBS

TASK ANAYLSIS:

1. Dining Room
    a. Bussed tables
    b. Clean tables
    c. Set-up place settings

2. Salad Station
    a. Portion the salad of the day

3. Cook's helper
    a. Place bacon on trays
    b. Assist in food preparation

4. Dishwashing Station
    a. Scrape
    b. Wash
    c. Stack

5. Dessert Station
    a. Portion ice cream
    b. Cut pies and cakes

LOCATION: EPISCOPAL CHURCH HOME -- DIETARY

JOB: DAILY WORK TASKS

TASK ANALYSIS:

1. Pick up & set up continentals.
2. Refill salt & Pepper shakers, sugar shakers, & condiments.
3. Prepare salads: _____ Regular _____ Bland _____ Low Sodium _____ Diet
4. Dip Ice Cream: _____ Scoops of Vanilla _____ Scoops Sherbert
5. Portion Deserts.
6. Check sundae mix.
7. Serve employees. Record number served on census sheet.
8. After serving employees, load dinner plates on carts 5 minutes before serving.
9. Get out deserts for serving, put away after serving. Warm pies.
10. At 12:30: Set up beverage cart & serve lunch.
    Set up serving carts, put on necessary utensils, condiments.
    Set up guest tables with guest name and place setting.
    If guest does not come take up guest name and place setting.
    Set up waters, bowls, of creamers, butter.
11. Deliver trays to rooms as ordered, pick up when finished. Check diet orders and tray cards, label and have supervisor check tray.
12. Take nourishment order. Label and deliver to rooms.
13. Record census.
14. Set up salads, fix baskets of salad dressings for each table.
15. Fold napkins.

SPECIAL DAYS:

16. Sunday at 9:45 deliver to Chaplin 2 coffees, 2 honeybuns.
    Remove from freezer one case of Vitality orange juice.
    Dip 40 containers of fruit.

    Sunday & Friday: Set up & serve wine, grape juice on cart for dinner.

    Wednesday: Set up wine carts for supper meal.

    Friday: Make 50 cream cheese sandwiches on date nut or banana bread.
17. Set up juice cart, for following morning.
18. Dip bowls of fruit for following morning.

LOCATION: EPISCOPAL CHURCH HOME --- DIETARY

JOB: BREAKFAST SERVING ASSIGNMENTS

TASK ANALYSIS:

_____ Take continentals. Return and make coffee, hot water and soft toast. Report Eagles food intake daily.

_____ Set up Dining Room: Silverware, mugs or china cups, butter plates, ash trays. Serve cold cereal. Serve coffee in main dining room. Set up tray of cups and saucers for staff. After serving, unload carts. Report to supervisor.

_____ Serve juices. Set out bananas. Set up serving carts: plates, utensils, egg and fruit bowls, fruit of day. Warm syrup (if on menu)

_____ Serve waters, creamers, butters. Help set up main dining room. At 7:40 A.M. dip and set out hot cereal.

_____ After serving assigned area, look for residents missed, late arrivals and second servings. Notify supervisor of residents who are not present and check by phone. Remain in main dining room util dismissed by supervisor.

LOCATION: EPISCOPAL CHURCH HOME

JOB: BREAKFAST CLEAN-UP ASSIGNMENTS

TASK ANALYSIS:

_____ Glasses

_____ Creamers, census

_____ Silverware, trash

_____ Dinner, butter & desert plates, creamer pitchers

_____ All bowls, saucers, coffee cups or mugs.

_____ Wipe tables.

_____ Start setting up main dining room.

_____ Set up for board breakfast, if scheduled.

LOCATION: HUMANA HOSPITAL: AUDUBON -- BUSINESS OFFICE

JOB: OUTLINE OF JOBS

TASK ANALYSIS:

1. Assemblying Patient Accounts
2. Batching (adding on calculator with written tape)
3. Computer Correspondence (Pulling charts from files for filing)
4. Checking Zeros

LOCATION: HUMANA HOSPITAL: AUDUBON -- BUSINESS OFFICE

JOB: BILLING: PULLING ZEROS

TASK ANALYSIS:

1. Obtain computer sheet and first name color coded sheet from Business Office Supervisor.
2. Match patients first two or three letters of name to stack files.
3. Look at first name, locate color of file that matches name.
4. Locate color file and match full name with computer sheet.
5. Match patient identification number on computer sheet with identification on the top of file folder on shelf.
6. Pull the file from the shelf and place it in a stack.
7. If name and number do not match or unable to locate folder, place "X" on computer sheet.
8. When page is completed, place computer sheet on top of folders pulled.
9. Deliver completed stack and computer sheet to Office supervisor.

LOCATION: HUMANA HOSPITAL: AUDUBON -- BUSINESS OFFICE

JOB: ASSEMBLYING PATIENT ACCOUNTS

TASK ANALYSIS:

1. Obtain work from Business & Office Supervisor:

   Blue Cross/Blue Shield Forms
   Major Medical Forms
   Itemized patient charge sheets
   Folders already marked with patient name and number

2. Assemble patient forms from each stack

   Check Last and first names.
   Compare patient number on all forms.

3. Place all forms for one patient in correct patient folder.

4. Place completed folders in one stack, folders with no billing in another.

LOCATION: HUMANA HOSPITAL: AUDUBON -- MEDICAL RECORDS DEPARTMENT

JOB: FILING IN MEDICAL RECORDS PERMANENT FILING ROOM

TASK ANALYSIS:

1. Obtain Medical Records Files from supervisor.
2. Place files in cart.
3. Push cart to elevator.
4. Use elevator to locate Medical Records Permanent Filing Room floor.
5. File by 6-digit numerical system as follows:

   179583: Look for 583 section. Locate numbers below and above 179. Place file between correct numbers.

NOTE: THIS ROOM IS LOCATED ON LOWER LEVEL I (Business Office is on LL II) All completed files are stored permanently in this room. It is a secluded room and needs close supervision both for accuracy in filing and for protection of staff filing.

LOCATION: HUMANA HOSPITAL: AUDUBON -- MEDICAL RECORDS

JOB: OUTLINE OF JOBS

TASK ANALYSIS:

1. Filing in Medical Records Permanent Filing Room
2. Filing in Medical Records Filing-Holding Room

LOCATION: HUMANA HOSPITAL: AUDUBON -- MEDICAL RECORDS

JOB: FILING IN MEDICAL RECORDS FILING-HOLDING ROOM

TASK ANALYSIS:

1. Obtain Medical Record Files from supervisor.
2. Transport files to Medical Records Filing-Holding Room.
3. File by 6-digit numberical system as follows:

   179583: Look for 583 section. Locate numbers below and above 179. Place file between correct numbers.

Note: This is a small "holding" room for medical records which are still incomplete. They still need doctor's notations or bills have not been finalized. Daily there is a large stack (approximately 100) files to be filed in the holding room.

LOCATION HUMANA HOSPITAL: SOUTHWEST -- DIETARY DEPARTMENT

JOB: OUTLINE OF JOBS

TASK ANALYSIS:

1. Assist in washing pots and pans in Pot Sink area.
2. Assist on Patient tray Assembly Line by placing one item on tray as needed.
3. Assist in delivering patient carts to floor at mealtime.
4. Sanitize or clean floors as needed.
5. Wrap breads in saran wrap.
6. Assist in dishroom.

LOCATION: HUMANA HOSPITAL: SOUTHWEST -- ALL LOCATIONS

JOB: ALL JOBS -- STUDENT DRESS CODE

TASK ANALYSIS:

1. Sturdy work shoes--no tennis shoes.
2. Name tag.
3. Uniform.
4. Surgery cap.
5. Clean hair, fingernails.
6. Personal clothing reasonable (no shorts, mini-skirts, etc.)

LOCATION: HUMANA HOSPITAL: SOUTHWEST -- DIETARY DEPARTMENT

JOB: ASSIST IN DISHROOM

TASK ANALYSIS:

1. Keep tray return window clear:
   a) Remove silverware and place in bin with soapy water.
   b) Remove paper and place in trash can. Scrap food, etc.
   c) Remove dishes and stack like items together.
   d) Stack trays.
2. Spray food from items and stack into dishwasher racks.
3. Empty trash into dumpster.
4. Stack empty dishwasher racks from clean side for use.

LOCATION: HUMANA HOSPITAL: SOUTHWEST -- DIETARY DEPARTMENT

JOB: ASSIST ON CLEAN SIDE OF DISHWASHER

TASK ANALYSIS:

1. Remove clean items from dishwasher racks and check for cleanliness.
2. Stack like items on storage shelves on in spring-loaded storage bins.
3. Place placemat on each clean patient tray and stack on cart for tray assembly line.
4. Sort silverware into storage bins.
5. Assemble silverware (knife, fork, spoon) into plastic bag for tray assembly line (WEAR CLEAN PLASTIC GLOVES).

LOCATION: HUMANA HOSPITAL: SOUTHWEST -- ENVIRONMENTAL SERVICES

JOB: OUTLINE OF JOBS

TASK ANALYSIS:

1. Cleaning of a discharge room.
2. Cleaning of a transfer room.
3. Cleaning of an occupied patient room.

LOCATION: HUMANA HOSPITAL: SOUTHWEST -- ENVIRONMENTAL SERVICES

JOB: CLEANING OF A DISCHARGE ROOM

TASK ANALYSIS:

1. Check at nursing station to identify rooms in "DISCHARGE" category.
2. Ask ward clerk to clear room.
3. Wipe light and wall behind bed.
4. Check curtain/drapes for cleanliness--change when needed.
5. Wash bed.
6. Raise bed, wash underneath.
7. Wash mattress and turn over.
8. Wash table inside and out.
9. Wash phone.
10. Wash window if check out is on that side of the room or if private room.
11. Clean air conditioner.
12. Wash and dust television.
13. Spot clean walls.
14. Wash all doors and hinges.
15. Wash picture.
16. Wash call button.
17. Dust mop floor.
18. Wet mop floor.
19. Make bed with clean linens.
20. Arrange furniture for next patient.
21. Clean bathroom.
    a. Wash shower with Temp.
    b. Wash all fixtures.
    c. Shine mirror.
    d. Clean top of light.
    e. Sanitize toilet.
    f. Check toilet paper.
    g. Check towels.

LOCATION: HUMANA HOSPITAL: SOUTHWEST -- ENVIRONMENTAL SERVICES

JOB: CLEANING OF A TRANSFER ROOM

TASK ANALYSIS:

1. Wash wall and light behind bed.
2. Spot wash other walls.
3. Wash doors and window if transfer is next to either or if private room.
4. Check curtain and drapes--change when needed.
5. Clean air conditioner if transfer is on that side.
6. Dust mop transfer side of room.
7. Wet mop transfer side of room.

NOTE: If room has not been cleaned, dust mop and wet mop entire room.

8. Wash phone.
9. Clean bathroom:
   a. Wash shower with Temp.
   b. Wash all fixtures.
   c. Shine mirror.
   d. Clean top of light.
   e. Sanitize toilet.
   f. Check toilet paper.
   g. Check towels.

LOCATION: HUMANA HOSPITAL: SOUTHWEST -- ENVIRONMENTAL SERVICES

JOB: CLEANING AN OCCUPIED PATIENT ROOM

TASK ANALYSIS:

1. Gently knock before entering.
2. Greet patient pleasantly.
3. Address patient by name.
4. Identify yourself.
5. State reason for entering room
6. Bring double pail unit to room.
   a. water
   b. disinfectant/detergent solution.
   c. supplies for cleaning restroom.
7. Empty all dirty ashtrays.
8. Remove liner along with trash from wastebasket. Empty into trash attachment on your cart.
9. Wipe out wastebasket with cloth containing disinfectant/detergent solution.
10. Put fresh liner in clean basket and place within comfortable reach of the patient's bed.
11. Wipe dirty ashtrays using the damp dusting technique (disinfectant solution).
12. Wipe and disinfect furniture, fixtures, bedside stand, patient table.
13. Lift up patient's articles in cleaning and replace them when finished.
14. Clean mirrors.
15. Damp dust pictures.
16. Spot wash small areas of walls as needed.
17. Clean bathroom.
    a. Wash shower with Temp.
    b. Wash all fixtures.
    c. Shine mirror.
    d. Clean top of light.
    e. Sanitize toilet.
    f. Check toilet paper.
    g. Check towels.
18. Dustmop floor.
19. Wep mop floor with disinfectant/detergent solution. USE WET FLOOR SIGN.
20. Arrange furniture.
21. Replenish patient unit supplies as needed.

LOCATION: LOUISVILLE COMMUNITY ACTION AGENCY HEAD START PROGRAM

JOB: CLERICAL DUTIES IN REGIONAL OFFICE - OUTLINE OF JOBS

TASK ANALYSIS:

1. Typing: Master list of addresses for mailing list
   Letters, envelopes
   Simple forms
   Inter-office memorandums
2. Stamp return address on envelopes.
3. Label envelopes with address labels.
4. Alphabetize addressed envelopes.
5. Log and Sort in-coming and out-going mail.
6. Answer inter-office telephone.
7. Fold mailings and stuff in envelopes.
8. Operate xerox machine.
9. Assist in central filing system.

NUMBER OF STUDENTS: 5

OFFICE AREAS: Administration 1 student

Health/Family Services 2 students

Education 2 students

Special Services 1 student

DAYS/TIMES: Wednesdays & Fridays from 11:45 to 1:30.

SPECIAL CONSIDERATIONS: Need TB Skin Test
Need to keep Volunteer Time Sheet
Evaluation will be done every 2 weeks

STUDENT CHECK LISTS

Student check lists are short lists of abilities that are required for the entry-level positions in community businesses that cooperated in the NON-SHELTERED EMPLOYMENT project during the 1984-85 school year. As project Coordinators and teachers make new contacts, this list will be expanded.

By using these student check lists, better counseling of students and parents can take place. Oftentimes, students desire employment in certain areas without knowing the physical or mental demands to gain employment in that area.

STUDENT CHECK LIST _____

LOCATION BROOKSIDE RETIREMENT COMMUNITY

1. Able to recognize supplies by label and color codes.
2. Able to lift 30 lb. vacuum cleaner from floor to cart.
3. Able to push cart loaded with supplies through crowded halls and around furniture (Some patients in wheelchairs, some mobile, but not steady on their feet.)
4. Able to locate public restrooms, storeroom, lobby and move freely between these locations.
5. Able to move fragile items from furniture and replace in same location after dusting.
6. Able to work with plants cleaning without crushing leaves.

STUDENT CHECK LIST _____

LOCATION COMMUNITY CORNER _____

1. Ability to recognize trash from useful items in yard area.
2. Ability to safely use lawn mower.
3. Ability to use rake, edger, mop,
4. Ability to mix and use chemicals and strong cleaning agents.
5. Ability to use floor machine.
6. Ability to work with glass pieces safely.
7. Ability to manipulate hand tools.
8. Ability to lift 50 lbs.

STUDENT CHECK LIST _____

LOCATION EPISCOPAL CHURCH HOME _____

1. Ability to manipulate stainless steel bussing cart through dining room.
2. Ability to lift 40 lbs (full dishwasher racks or trays with food in individual portion dishes).
3. Ability to manipulate kitchen tools and equipment.
4. Ability to safely operate commercial dishwasher.
5. Counting ability to fill orders.
6. Ability to cut pies and cakes into portions of equal amounts.
7. Ability to stand for long periods of time and walk safely on wet or slippery floors in busy kitchen area.

STUDENT CHECK LIST _____

LOCATION HUMANA HOSPITAL: AUDUBON -- BUSINESS OFFICE & MEDICAL RECORDS

1. Ability to file alphabetically and numerically.
2. Ability to work quietly without disturbing other office workers.
3. Ability to work neatly in crowded areas.
4. Ability to keep files in order while assemblying or moving from one area to another.
5. Dress appropriately for business office.
6. For computer. typing ability.
7. For batching: Accurate use of calculator.
8. For Medical Records Permanent Storage Room: Ability to work in secluded area.
9. For Medical Records Holding Room: Ability to work quietly in area where Doctors are dictating patient records into recording machines nearby.
10. Ability to use elevator.
11. Ability to recognize hospital Emergency Codes and react safely to move equipment out of the way.

STUDENT CHECK LIST_____

LOCATION Humana Hospital: Southwest

1. Ability to meet personal health and sanitation requirements to work in food area.

2. Ability to safely balance self in areas with wet or slick floors.

3. Ability to safely use dishwasher of commerical type.

4. Ability to push loaded dish storage cart through heavy traffic areas of kitchen -- up to 150 lbs.

5. Ability to use elevator and safely manipulate food warmer racks through patient areas.

6. Ability to recognize hospital Emergency Codes and react safely to move equipment out of the way.

7. Ability to lift 50 lb. dishrack loaded with dishes to load into dishwasher.

STUDENT CHECK LIST_____

LOCATION HUMANA HOSPITAL: SOUTHWEST -- ENVIRONMENTAL SERVICES

1. Ability to perform basic cleaning and sanitizing tasks safely.
2. Ability to conduct self around busy hospital setting with patients.
3. Ability to lift 30 lb. mattress.
4. Ability to safely use wringer mop and bucket.
5. Ability to mix prescribed cleaning agents.
6. Ability to recognize hospital Emergency Codes and react safely to move equipment out of the way.

STUDENT CHECK LIST _____

LOCATION HUMANA HOSPITAL: UNIVERSITY -- MAIL ROOM AND PRINT SHOP

1. Ability to recognize too light or too dark intensity when using copy and printing equipment.
2. Ability to assist around hazardous equipment such as paper cutter, commercial copy machine, etc.
3. Ability to work neatly in crowded area.
4. Ability to alphabetize, match names for mail room.
5. Ability to use elevator.
6. Ability to manipulate cart full of mail throughout the hospital following prescribed route.
7. Ability to recognize hospital Emergency Codes and react safely to move equipment out of the way.
8. Ability to use basic office equipment: stapler, scissors, tape, etc.

STUDENT CHECK LIST_____

LOCATION KENTUCKY FLYING SERVICE

1. Ability to perform basic cleaning skills.
2. Ability to lift and safely carry up and down steps a 30# vacuum cleaner.
3. Ability to work quietly in high traffic areas.
4. Ability to work on different floor than supervisor.

STUDENT CHECK LIST_____

LOCATION LOUISVILLE COMMUNITY ACTION AGENCY HEAD START PROGRAM

1. Ability to type: letters, envelopes, simple forms, memos.
2. Ability to file alphabetically and numerically.
3. Ability to manipulate papers for mailings.
4. Ability to run a Xerox Copy Machine.
5. Ability to do simple bookkeeping.
6. Ability to sort papers by assigned groupings.
7. Dress appropriately for business office.
8. Ability to work quietly in busy office area.
9. For some offices: ability to answer telephone and take short messages.
10. Ability to use calculator and other clerical equipment.
11. General skill in tact and diplomacy when dealing with vendors and the general public.

SECTION III

MAKING COMMUNITY CONTACTS

The process of selection and development of local community vocational training sites includes a great deal of public relations. Many teachers are hesitant about making community contacts since they feel this is an expertise that should be left to the public relations field. However, most teachers are at ease in explaining their programs to visitors in school, and, perhaps with simple operating procedures and some encouragement, will become excellent representatives of the school system in the community. By working directly in business and providing a role model for community persons to follow, many persons can learn how to relate to and support handicapped students in the community. Teachers will then become the liason between schools and business in building strong relationships.

The following outline includes the steps in making community contacts and important things to include at each step. Certainly, there is much flexibility in this system, and after making a few contacts, each person will develop their own style in explaining the basic information to community persons.

1. STUDENT SELECTION
   Include ages, abilities and disabilities, safety precautions, parent permission, level of support needed for student success.
2. POSSIBLE SITES
   Keep in mind student needs, variety of work available, number of persons at the site for interaction, distance from school, time work is available, access to public transportation, travel skills needed, potential for expansion to other departments.
3. INITIAL CONTACT
   Telephone: If you have met the contact person or have a mutual acquaintence, this method will assure the person will be available when you arrive at the business. However, telephoning also gives the contact person the opportunity to say, "NO".
   Walk-in: This method is a little harder to acquire as a great deal of persuaveness is needed, however, it is harder to refuse to listen to the initial presentation or at least make an appointment for you to return.

Include a short explanation of:

a. supervision
b. amount of time, days per week
c. number of students
d. insurance
e. school-approved program
f. parent permission

A presentation should give the impression of potential student/workers as capable individuals who needed on-site training in order to maximize their vocational training.

GET FROM EMPLOYER: potential jobs or time to observe jobs being performed.

LEAVE WITH EMPLOYER: business card or program description.

4. BROCHURE

This can be a one-page write up of the program or a more elaborate printed fold-over type brochure. However, descriptions of the students, program, etc. should be very short and easy to understand.

Suggestions to include:

a. Description of Program:
   -- What is a community Work Station?
   -- Wages: Volunteer, Co-op status, Paid
   -- Teacher Supervision
   -- Student insurance
   -- Number of students
   -- Days/Times available
b. Description of students involved in program:
   -- Explaination of handicapping conditions
   -- Identify school involved and location, school system.
c. Successful Job Training Categories:
   -- Identify current training opportinities
   -- Identify locations where program has been field tested.
d. Pictures:
   If pictures are included, they should be clear, uncluttered pictures showing students working.
e. To obtain further information:
   Local vocational or regional office
   Contact person from school

f. Job orders:

A separate insert or perforated pull off form: List Company, type of business, type of work available, best time of day/time for work to be done and business contact person, address, phone.
Pre-print return address.

5. PRACTICAL HINTS:

a. Record keeping system should be unobstrusive. For initial contacts a small note pad may suffice. Large, thick notebooks and yellow tablets or folders with papers that tend to slide out, give the impression of being overwhelmingly organized or disorganized.

b. Personal attire should be comfortable, appropriate working clothing. If a teacher arrives at a dishwashing work station in business suit and tie or shike heels, the other workers will obviously relate a non-working attitude. However, the same attire might be perfectly acceptable for a business office work station.

c. Teachers are the role model for students both in actions and dress. Whenever possible, leave extra items at school or in automobile, i.e., hats, gloves, books, etc.

d. A pocket for keys and pen, business card or brochure and small notebook will assist teachers in keeping these items together and not scattering them around the worksite.

6. PERFORMING THE JOB

Teachers or Project coordinators should make arrangements to work the actual task in the business location in order to task analyze the job, learn where supplies are stored, meet with work supervisors, and begin to learn their way around the business, where restroom and break areas are located.

7. WRITING THE WORK STATION AGREEMENT

The purpose of writing the work station agrement is to clearly define responsibilities, duties, roles, and arrangements. This will aide in communicating with school and business officials.

8. SECURE PARENT SUPPORT AND PERMISSION

Parents need to understand the work station concept and how it will aide their student in becoming employable. Sample letter and permission forms for Insurance, Photo Release, Transportation, and Birth Verification are included in the appendix of this document.

9. DEVELOP WORK STATION

a. Assess student on teacher made task analysis.
b. Devise pattern of work to fit student learning patterns.
c. Adapt job or equipment if needed.
d. Develop working relationships with fellow workers.
e. Set student goals and communicate these with parents and employers.
f. Assess work-related skills necessary for student to travel, take a break, eat lunch, sign in or out, etc.
g. Keep administration of school informed on progress.
h. Keep accurate records of student progress, change or add goals as needed.

10. MAKE TRANSITION FROM SCHOOL SUPERVISION TO BUSINESS SUPERVISION

As relationships develop and support for the student is better understood, teachers should show business persons how to work with the student and begin fading their supervision. This will allow the business persons to ask questions and be reinforced in their actions and learn to support the student on the job without the teacher after graduation.

11. PROVIDE INFORMATION ON INCENTIVE PROGRAMS FOR EMPLOYERS

Several avenues of continued support are available to encourage businesses to employ handicapped students after graduation. A short description of the service each agency provides follow this section.

CURRENT INCENTIVE PROGRAMS AVAILABLE FOR PLACEMENT OF HANDICAPPED WORKERS

1. TARGETED JOBS TAX CREDIT PROGRAM (Information on each program follows)
2. OFFICE OF VOCATIONAL REHABILITATION
3. SPECIAL MINIMUM WAGES FOR HANDICAPPED WORKERS IN COMPETETIVE EMPLOYMENT
4. CHANGES IN THE SOCIAL SECURITY LAW CONCERNING MAINTENANCE OF SSI BENEFITS AFTER ACHIEVING EMPLOYMENT
5. SEVEN COUNTIES SERVICES: MENTAL RETARDATION/DEVELOPMENTAL DISABILITIES VOCATIONAL SERVICES
6. COMMUNITY EMPLOYMENT, INCORPORATED
7. LOUISVILLE-JEFFERSON COUNTY PRIVATE INDUSTRY COUNCIL
   JOB TRAINING PARTERNERSHIP AGENCY (JTPA)

TARGETED JOBS TAX CREDIT

As part of the Revenue Act of 1978, Congress created the Targeted Jobs Tax Credit Program (TJTC) which gives employers an incentive, in the form of tax credits, to hire certain targeted group members. This program is administered through the Department for Employment Services' local offices.

In Kentucky TJTC extends eligibility to nine targeted groups:

1. Referrals by a Vocational Rehabilitation Program.
2. Economically disadvantaged Vietnam-era veterans.
3. Youths in a Cooperative Education Program who belong to an economically disadvantaged family.
4. Supplemental Security income recipients (SSI).
5. Economically disadvantaged youths.
6. Economically disadvantaged ex-convicts.
7. General assistance recipients.
8. Eligible work incentive employees.
9. Qualified summer youth employees, age 16 or 17, who first worked for the business between May 1 and September 15, 1984.

CERTIFICATION

For employers to claim the tax credit on the wages paid to an employee, that employer must be certified as a member of a targeted group by the Department for Employment Services. (In case of a student participating in a qualified Cooperative Education Program, the student is certified by the school administering the program.)

Requests for Certification must be made in writing according to the following time tables:

a. For a participant who has already been determined to be eligible, the request must be made within five (5) days from the day the person started to work.

b. For a person who has not yet been determined eligible, the request must be made on or before the day the person begins work.

The TJTC Certification process is easy and requires minimal involvement on the part of the employer. A voucher, obtained by the applicant from the Department for Employment Services, tells the employer the worker is eligible. The employer completes a small portion of the form and returns it to the Department. Within a few days, the Department sends the employer a Certification form. This form provides all the evidence needed to claim the tax credit.

AMOUNT OF TAX CREDIT

By hiring TJTC applicants, employers qualify for a tax credit equal to fifty

percent (50%) of the first-year wages up to $6,000 and twenty-five percent (25%) of the second year wages up to $6,000 for each eligible employee. This means up to $3,000 the first year and up to $1,500 the second year. The credit applies only to employees hired into a business or trade.

OFFICE OF VOCATIONAL REHABILITATION

ELIGIBILITY FOR SERVICES

A person who is unable to gain or maintain employemnt as a result of a physical, mental or emotional disability may qualify for Vocational Rehabilitation Services.

Eligibility will be determined by a Vocational Rehabilitation Counselor who has been trained in counseling, vocational evaluation and placement.

SCOPE OF SERVICES FOR STUDENT:

This program is developed around a core of vocational counseling and and assessment and includes:

*Medical, psychological and vocational evaluation to determine abilities and limitations.

*Counseling and guidance to select a vocational goal and determine the objectives to work toward that goal.

*Placement in an occupation suitable to skills and abilities of the client.

*Physical and/or mental restoration services to correct or modify a disabling condition depending on need for services.

*Additional services may be provided based upon individual need.

CLIENT ASSISTANCE: 1-800-633-6283 or local Office of Vocational Rehabilitation.

SCOPE OF SERVICES FOR EMPLOYER:

1. Vocational Rehabilitation client is automatically eligible for Targeted Jobs Tax Credit (TJTC. (See information sheet on TJTC).
2. ON-THE-JOB TRAINING is available for Vocational Rehabilitation clients. On-the-job training is a situation in which the individual learns an occupational skill by actually performing as an employee. The Agency subsidizes part or all of the wage paid by the employer to the individual. The following guidelines apply to OJT:

A. On-the-job training for unskilled labor (those jobs that do not require a high degree of training and skill) will not exceed 3 months in duration.

B. On-the-job training for service occupations, wholesale or retail trade, or paraprofessional positions will not exceed 3 months.

C. The vendor/employer must make a commitment to hire the individual (trainee) upon successful completion of the on-the-job training.

D. On-the-job training for skilled occupations (trades, crafts, or those occupations resulting in licensing or certification) will not exceed 6 months in duration.

E. The on-the-job training for seasonal or part-time occupations will require approval of the District Manager and Unit Director for Administration and Client Services.

F. The individual in on-the-job training must be paid the legal minimum wage for occupations covered by such statute or the prevailing rate for occupations not covered.

G. The individual in on-the-job training must receive the compensation coverage, privileges, etc. that accrue to other employees. Both the individual and employer must be made fully aware that even though this is considered on-the-job training, there actually will exist an employee-employer relationship.

H. The Agency may arrange with the employer to provide only a portion of the wage paid to the employee (e.g., in classeswhere an employer agrees that the employee is making some contribution to his business and therefore requires less contribution by the Agency). This should be specified on the BRS-9 (agreement for Services). (See sample attached).

I. In no case will the Agency pay in excess of the legal minimum wage. If the minimum wage increases during the training period, the amount of the increase is the obligation of the vendor (employer). For agreement purposes, the standard 40-hour week will be used. Overtime or holiday arrangements are the concern of the vendor.

J. On-the-job training for individuals already trained in a similar occupation will require District Manager and Unit Director for Administrative and Client Services approval.

K. Any local, State, or Federal government agency may be a vendor for on-the-job training. State agencies must be paid through the inter-account process (see Forms Section EP-8-3 Instructions: "Other State Agency: Inter-Account Expenditures").

L. Workshops where the Agency pays a fee for evaluation and training or has a forward funding agreement will not be vendors for on-the-job training.

M. Progress reports must be provided in writing by the vendor at least monthly. Where the reports indicate little or no progress, the counselor will review the program for possible change or objective. In such cases, if on-the-job training is continued, there must be a commitment from the vendor (employer) that the individual will be retained as a regular employee after training.

AGREEMENT FOR SERVICES

This AGREEMENT made this _____ day of _____, 19 _____, by and between the Kentucky Bureau of Rehabilitation Services party of the first part, and Walgreen's of 2811 Bardstown Road, Louisville, Kentucky 40205 party of the second part is desirous of securing for rehabilitation clients as may be certified by purchases, not to exceed the cost rates shown below:

SERVICE: Will provide on-the-job training for 13 weeks at $3.35 per hour for 40 hours per week for a total of $1,742.00 as a dishwasher including the proper performance of the following duties: clear dirty dishes and clean tables in the dining area; carry dishes to kitchen; scrape food by hand and place in racks in dishwashing machine; remove clean dishes from machine and store them in assigned areas; wash pots, pans, and trays by hand and return to storage area.

The employer agrees to pay rehabilitation clients minimum wage less taxes and other normal deductibles; and to provide the client compensation coverage, privileges and other fringe benefits that accrue to other employees. If the minimum wage increases during the training period the amount of the increase is the obligation of the employer. It is understood that even though this is considered on-the-job training there actually shall exist an employee-employer relationship. The employer also agrees to retain the employee as a permanent employee upon the successful completion of the 13 weeks training. Written progress reports will be submitted to the Bureau of Rehabilitation Services monthly and payments will be based on these reports. THEREFORE, said party of the second part agrees to furnish the services described above, and that no additions or changes in this agreement be made without the consent of both parties. This agreement is subject to cancellation at any time upon written notice of either party.

Separate authorizations on Form EP-8 will be issued by party of the first part to fully set up and describe the service to be provided for each individual trainee before services are to begin. No obligation for services for any client is assumed by party of the first part until it is authorized on Form EP-8.

The aforesaid items are to be paid after satisfactory services are rendered, but only after proper certification and reports are made and provisions complied with by party of the second part.

This agreement is valid from _____, 19 _____, to notification of change by either party.

APPROVED BY:

_____
Director, Field Services

_____
Agent or Training Agency, Party of the Second Part

Counselor's Signature and District Office Address

Roberta Korfhage, Counselor
Bureau of Vocational Rehabilitation
502 Wood Road
Louisville, KY 40222

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DISTRICT OFFICES

2929 Lone Oak Road
Paducah, KY 42001
[502] 444-8304

145 E. Center St.
McCoy Bldg. Suite 2
Madisonville, KY 42431
[502] 821-5174

311 West Second St.
Owensboro, KY 42301
[502] 685-3129

Potter Building
10th & Elm
Bowling Green, KY 42101
[502] 781-5492

2210 Goldsmith Lane
Louisville, KY 40218
[502] 459-0770

802 Vermont American Bldg.
100 East Liberty St.
Louisville, KY 40202
[502] 588-4235

Central State Hospital
Louisville, KY 40223
[502] 245-4121 [Ext. 243]

803 Maple Avenue
Danville, KY 40422
[606] 236-8685

7730 U.S. 42
Florence, KY 41042
[606] 371-9450

1033 Industry Road
Lexington, KY 40505
[606] 231-7403

Eastern State Hospital
Lexington, KY 40508
[606] 255-1431 [Ext. 373]

102 Cundiff Square
Somerset, KY 42501
[606] 679-7495

P.O. Box 84
404 Main St., Suite 5
West Liberty, KY 41472
[606] 743-7978

108½ S. Cumberland Ave.
Box 879
Harlan, KY 40831
[606] 573-3890

2904 Carter Avenue
P.O. Box 1623
Ashland, KY 41101
[606] 325-9725

All Offices Voice or TTY
or Call Toll Free
1-800-372-7172 [Voice or TTY]

Printed by the Kentucky Department of Education
with state and federal funds.

KENTUCKY DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL REHABILITATION

72

New Client Assistance Number:

1-800-633-6283

Alice McDonald
Superintendent of Public Instruction

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KENTUCKY BUREAU OF VOCATIONAL REHABILITATION

A program designed to guide physically or mentally handicapped persons to gainful employment.

ELGIBILITY FOR SERVICES

A person who is unable to gain or maintain employment as a result of a physical, mental, or emotional disability may qualify for VR services.

Elgibility will be determined by a vocational rehabilitation counselor who has been trained in counseling, vocational evaluation, and job placement.

SCOPE OF SERVICES

A professional vocational rehabilitation counselor works with each eligible client to develop an individualized plan to secure employment. This program is developed around a core of vocational counseling and assessment and includes:

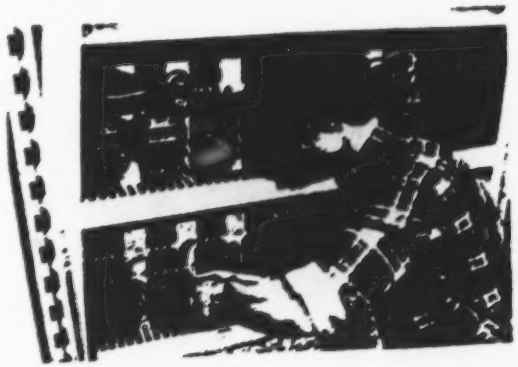
- *Medical, psychological and vocational evaluation to determine abilities and limitations.
- *Counseling and guidance to select a vocational goal and determine the objectives toward that goal.
- *Placement in an occupation suitable to skills and abilities of the client. This is the goal of Vocational Rehabilitation.

Other services are developed on the basis of the individual client's need for services, and may include:

- *Physical and/or mental restoration services to correct or modify a disabling condition.
- *Additional services may be provided based upon individual need.

APPLICATION PROCEDURE

If you wish to apply for vocational rehabilitation services, or if you know someone who would benefit from these services, call or write the Kentucky Office of Vocational Rehabilitation office nearest you.



Services of the Kentucky Office of Vocational Rehabilitation are provided without regard to sex, race, color, creed, or national origin.

SPECIAL MINIMUM WAGES FOR HANDICAPPED WORKERS IN COMPETITIVE EMPLOYMENT

The United States Department of Labor has enacted regulation governing the issuance of Special Certificates to pay a handicapped worker less than minimum wage based on ability to work. This information is available from the following sources:

FOR KENTUCKY: U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division
Room 331, 1351 Peachtree St., N.E.
Atlanta, Georgia 30309

For General Information: United States Department of Labor
Employment Standards Administration
Wage and Hour Division
Washington, D.C. 20210

Request: Title 29, Part 524 of the Code of Federal Regulations. WH Publication 1316: Special Minimum Wages for Handicapped Workers in Competitive Employment.

The Application for Special Worker Certificate may be initiated by the teacher or Work Coordinator and must be signed by the Employer and Student. It must be accompanied by a Report of Medical Examination which must be completed by a licensed physician listing the student's disabilities. Approval is then sent directly to the employer and is good for one year with renewal possible for as long as the less than minimum rate is needed.

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WAGE AND HOUR DIVISION

DATE:
REPLY TO
ATTN OF:

SUBJECT: Application for Handicapped Worker Certificates

TO:

As you requested, I am enclosing the forms used to apply for handicapped worker certificates. Also enclosed is a copy of the Regulations covering the employment of handicapped workers at special minimum wage rates.

The application form should be completed in four copies for each worker for whom a certificate is requested. When completed, the application must be signed by both the worker and an official of your firm. The original and one copy should be returned to this office, and one copy given to the worker. The remaining copy is for your files. Properly completed applications help us to act promptly on your request for a certificate. Until a certificate is issued, handicapped workers must be paid at least the applicable statutory hourly minimum wage. Handicapped worker certificates are not issued retroactively.

A certificate may be issued only when evidence is presented that a worker is handicapped by age, or physical or mental disability, and is unable to earn the applicable statutory hourly minimum wage. Also, the worker's handicap must be disabling for the work which he will be required to do. A certificate is not issued if the facts show that the proposed hourly rate is arbitrarily low, or, in the case of piece workers, the piece rate wage scale is so low that even nonhandicapped workers cannot earn the applicable statutory hourly minimum wage. The special minimum rate allowed by the certificate will be set to reflect the worker's own earning capacity. However, this rate is not set at less than 75 percent of the applicable statutory hourly minimum wage unless the need for a lower rate is clearly justified.

The enclosed medical examination report must be completed by a physician and returned with the application when the worker's disability, or its relationship to his earning capacity, is not obvious.

Enclosures:
Forms WH-222
Form WH-242
Regulation 524

Form WH-241 (Rev. 5/74)
GPO 877-247

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WAGE AND HOUR DIVISION
Room 331, 1371 Peachtree St., N.E.
Atlanta, Georgia 30309

Form Approved
OMB No. 44-R0333

APPLICATION FOR SPECIAL WORKER CERTIFICATE

FOR AGENCY USE ONLY			
AGE ☐		ORIGINAL ☐	
OTHER ☐		RENEWAL ☐	
WH-242 on file ☐		DENIED ☐	
RATE	FROM	TO	

INSTRUCTIONS: ALL ITEMS SHOULD BE COMPLETED.

a. This is an APPLICATION FORM ONLY (not a permit or certificate) used in applying for a subminimum wage certificate for a worker under the Fair Labor Standards Act, Walsh-Healey Public Contracts Act, and/or Service Contract Act (SCA). If the worker will be employed on SCA contract of more than $2,500, supply on a seperate sheet of paper attached to this application: Name of prime contractor, contract number, dates of award and expiration, amount of the contract, applicable SCA wage determinations (including fringe benefits), type of service to be performed, and governmental agency name and location for which the service contract will be performed.

b. Four copies of this form are to be completed and then signed by both the employer and the worker. The employer should send the original and one copy of the completed form to the address shown above, give one copy to the worker, and keep one for his/her own files.

INFORMATION ABOUT EMPLOYER

1 Name of firm

2 Date of application

3a Address, including ZIP Code, of establishment where worker will be employed

3b Area Code and Telephone Number

4 (a) Type of business _____
(Examples: retailing, wholesaling, manufacturing, processing, miscellaneous business services, etc.)

(b) Type of products or services _____
(Examples: men's and boys' clothing, seafood, hosiery, cigars, mail advertising, etc.)

INFORMATION ABOUT WORKER

5 Name of worker Mr. Mrs. Miss	6. Date of birth	7. How long employed by firm?	8 How long at present job?

9 Home address, including ZIP Code, of worker

10 Amount firm proposes to guarantee worker in:

(a) Cash _____ per hour

(b) Reasonable cost of lodging, board or other facilities, if furnished _____ per hour *(See Reg., 29 CFR Part 531)*

(c) How long has proposed rate been in effect for this worker? _____

11 Occupation in which worker is to be employed (Describe if job title is not self explanatory)

12 Nature of worker's disability:

(a) Describe in FULL (Do not use vague statements, such as "nervous," "slow," etc.)

(b) Obvious ☐ Not obvious ☐ (Check one.)

(If disability is not obvious, a Report of Medical Examination Form WH-242 should be completed by a physician and accompany this application. For a renewal application submit Form WH-242 only when requested.)

(OVER - THE REVERSE SIDE OF THIS FORM MUST BE COMPLETED)

Form WH-222 (Rev. Jan. 1978)

INFORMATION ABOUT EARNINGS

Note: The information requested below must be properly completed to determine the certificate rate. Action cannot be taken on this application unless all the requested information is furnished.

13. (a) REGULAR employees in establishment during most recent week doing same type of work as described under Item 11.

(1) NUMBER OF SUCH EMPLOYEES (If none, so state)	(2) STRAIGHT-TIME AVERAGE HOURLY EARNINGS (Excluding make-up)		(3) NUMBER PAID MAKE-UP TO EQUAL STATUTORY MINIMUM (If none, so state)	(4) AVERAGE MAKE-UP PER HOUR (Divide total make-up by total hours worked by employees paid make-up)
	Time work	Piece work		

(b) If the make-up paid reported in 13(a)(3) and 13(a)(4) above is the result of unusual circumstances explain.

14. Special worker's earnings for most recent 4 weeks he or she worked for the employer.

(a) WEEK ENDING (Date)	(b) HOURS WORKED (Total for week)	(c) STRAIGHT-TIME AVERAGE HOURLY EARNINGS (Excluding make-up)		(d) MAKE-UP PAY (Total for week added to equal authorized minimum. If none, so state.)	(e) OVERTIME PAY (Total paid for week over and above straight-time earnings)	(f) WEEKLY EARNINGS (Total gross earnings for week.)
		Time work	Piece work			

15. If worker has been employed during the above 4 weeks in an occupation other than that described in Item 11, specify occupation.

SIGNATURES OF EMPLOYER AND SPECIAL WORKER

16. I certify that to the best of my knowledge and belief, all statements are true and accurate.	Signature of employer or authorized official	17. Print or type name and official title
18. I have read the statements in this application and ask that the requested certificate be granted.	Signature of special worker *(If worker cannot write, signature may be made by mark (X) and witnessed by another person.)*	
19. Witness *(Required ONLY if worker's signature is made by mark (X).)*	Signature of witness	

DO NOT WRITE IN THIS SPACE - FOR AGENCY USE ONLY

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U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WAGE AND HOUR DIVISION
[illegible] Peachtree St., N.E.
Atlanta, Georgia 30309

Form Approved
Budget Bureau No. 44-R0760

LEAVE THIS SPACE BLANK

REPORT OF MEDICAL EXAMINATION

This report is requested in connection with an application for a certificate authorizing the employment of homeworkers or handicapped workers under the Fair Labor Standards Act, the Walsh-Healey Public Contracts Act, or the Service Contract Act. (See Item 5 below.) The form should be completed by a licensed physician and returned to the above address by the applicant.
THE U.S. GOVERNMENT DOES NOT PAY FOR THIS EXAMINATION.

1. Name and address, including ZIP Code, of applicant for certificate

2. Name and address, including ZIP Code, of employer

3. Type of work to be performed by applicant

4. Nature of examinee's disability (Describe disease, defect, or disorder)

5. Effect of disability. (Answer only item checked)

a. Application for special minimum wage lower than the applicable minimum wage. How and to what extent does the disability affect the applicant's ability to perform the type of work listed in Item 3?

b. Application to work at home because of inability to work in a factory due to physical disability. How and to what extent does the disability affect the ability of the applicant to undertake work in a factory?

c. Application to work at home due to need to care for an invalid. Does the disability of the invalid warrant care to the extent of prohibiting employment of the applicant away from home? ☐ YES ☐ NO If yes, explain nature and extent of care required.

Name of person examined:

6. What is the prognosis?

7. Name and address, including ZIP Code, of examining physician (Print or Type).

8. Physician's signature

9. Date

IF ADDITIONAL SPACE IS NEEDED, USE REVERSE SIDE OF FORM

Form WH-242 (Rev. May 1975)

82

CHANGES IN THE SOCIAL SECURITY LAW CONCERNING MAINTENANCE OF SSI BENEFITS AFTER ACHIEVING EMPLOYMENT:

The following information was gathered by Seven Counties Services, Inc. 620 South Third Street, Louisville, Kentucky 40202. For further information contact: Luca Conte, Vocational Services, OR your local Social Security Office. Reference: Disability Amendment of 1984, Sections 1619 a and b.

TO: Vocational Affiliates & Family Members

FROM: Luca Conte

RE: Changes in the Social Security Law Concerning Maintenance of SSI Benefits after Achieving Employment.

DATE: December 13, 1984

Sections 1619 (a) and (b) of the Disability Amendment of 1984 enable a "permanently" disabled individual to maintain part of their cash benefits and all of their Medicaid benefits <u>even after achieving competitive employment</u> (see attached chart).

Section 1619 was originally enacted as part of the Disability Amendments of 1980 to provide an incentive for disabled workers to continue their employment after they earned at the level of substantial gainful activity. The program has two parts. The first part under section 1619 (a) allows beneficiaries to continue to receive cash benefits until they reach what is known as the federal break even point.

Under Section 1619 (b) recipients can continue to receive their Medicaid and/or social services benefits. In order to be eligible for 1619 (b), the SSI beneficiary must show that she or he is still disabled, except for earnings meets all the non-disability requirements for eligibility, termination of the Medicaid or social services benefits would inhibit the ability to continue working, and earnings are not sufficient to purchase adequate insurance to replace these benefits.

In order to take advantage of these new provisions with the least amount confusion, payees or advocates should keep these issues in mind:

1) <u>Most Social Security Workers are not yet aware of these changes.</u> Therefore, advocates need to mention Section 1619 and it's requirements when discussing the employment status of mentally retarded individuals.

2) <u>Social Security Offices are backlogged with paper work and correspondences</u>. Consequently, expect that anything mailed to their offices, (e.g., pay stubs, letters etc.) may not be acted upon for months. For this reason, we suggest that you call SSA Offices with status change information, and maintain all verification data (i.e., pay stubs) <u>at home</u> until requested by SSA.

3) Should (or when) something goes wrong in this process, which results in a "Notice of Termination" being issued, file an appeal (Form SSA-561) within 10 days of receiving notice. This appeal will enable the continuation of benefits until a conference can take place to clarify matters.

In summary, when a mentally retarded individual begins working, advocates or family members should:

1) Call Social Security and inform them of the expected monthly earnings in the new job,

2) Confirm that the individual's check will be (approximately) adjusted according to the attached chart,

3) Maintain pay records at home until requested by SSA staff for verification.

Please feel free to call me at 589-4861 should you require additional information about these important changes.

LEC:bcf

84

ADJUSTMENT TO SSI CHECKS
OF MENTALLY RETARDED CITIZENS
AS A RESULT OF EMPLOYMENT

Most mentally retarded citizens currently receive an SSI check of $314/month. It is no longer true that a handicapped individual's benefits will be automatically terminated upon achievement of employment. Instead, when an individual receives a wage as a result of gainful employment, this check will be adjusted according to the following chart:[1]

If your SSI Income is:	and you earn:	Your check will be reduced by:	Your adjusted check will be:	Your total income will be:
$314/month	0	0	0	0
$314/month	$ 40/wk ($160/month)	$ 37.50/month	$276.50/month	$436.50/month
$314/month	$ 60/wk ($240/month)	$ 77.50/month	$236.50/month	$476.50/month
$314/month	$ 80/wk ($320/month)	$117.50/month	$196.50/month	$516.50/month
$314/month	$100/wk ($400/month)	$157.50/month	$156.50/month	$556.50/month
$314/month	$120/wk ($480/month)	$197.50/month	$116.50/month	$596.50/month
Full Time Employment at Minimum Wage (=$3.35/hour)		$225.50/month	$ 88.50/month	$624.50/month
$314/month	$140/wk ($560/month)	$237.50/month	$ 76.50/month	$636.50/month
$314/month	$160/wk ($640/month)	$277.50/month	$ 36.50/month	$676.50/month
$314/month	$180/wk ($720/month)	$317.50/month	$ - 0 -	$720.00/month

[1]After a 9-month trial work period, Social Security will re-evaluate SSI status. However, persons who continue to be "disabled" (i.e., mentally retarded) will continue to receive SSI and Medicaid benefits.

[2]Your adjusted check may vary slightly, depending on: a) the number of weeks in preceding months, and b) the time lag between receipt of information by Social Security.

For further information, call Luca Conte at 589-4861.

SEVEN COUNTIES SERVICES: MENTAL RETARDATION/DEVELOPMENTAL DISABILITIES VOCATIONAL SERVICES

In Louisville, Seven Counties, Inc. 620 South Third Street, 40202, provides vocational services for clients who qualify. These services include supervised community on-the-job training in a small group or as an individual. The process for participation is to contact the local office to apply for services and see if eligibility is met. The eligible participants are then placed as work stations or individual work is established.

The following Work Stations have been successfully developed and used for training. Contact the local office for current information.

The Galleria - building maintenance

Morrisons Restaurant - food service

Louisville Public Library - building maintenance

In other parts of Kentucky, contact the local Developmental Disabilities/ Mental Retardation Agency which is sometimes located in the Comprehensive Care Centers, for available services.

COMMUNITY EMPLOYMENT, INCORPORATED

This agency is an independent community employment service which is affiliated with Seven Counties Services, Inc. in Louisville, and serves six Kentucky Counties. Services include locating community training sites for handicapped workers and providing an On-the-job Support Trainer to train the individual who qualifies. Applications are accepted, and client is placed on a waiting list until suitable training locations are established and the client-supervisor work load will allow support at the level the client requires.

For further information contact:

Milton Tyree, Director
Community Employment, Incorporated
7025 W. Highway 22
Crestwood, Kentucky

(502) 241-6250

LOUISVILLE-JEFFERSON COUNTY PRIVATE INDUSTRY COUNCIL

JOB TRAINING PARTNERSHIP AGENCY (JTPA)

The Private Industry Council (PIC) is a private, non-profit corporation made up of local business, labor, education and community leaders. This creates a unique partnership that provides companies with the following:

-- Recruitment and pre-screening of job applicants.
-- Direct reimbursement for 50% of the cost of on-the-job training for new employees.
-- Targeted tax credits.

Employers who are interested may contact their local Private Industry Council. Educators may also contact their local PIC Council for information on writing proposals to develop job training opportunities.

In Jefferson County the contact person is:

Bonnie Allphin
Coordinator/Partnership Project
Suite 600
Fincastle Bldg.
305 W. Broadway
Lousville, Kentucky 40202

Phone 502 582-1842

SECTION IV

EVALUATION

In order to obtain reactions from as many participants as possible at the end of the first year of the NON-SHELTERED EMPLOYMENT project, technical assistance was provided by the Research and Development Department of Jefferson County Public Schools. As a result, two approaches to evaluation were used: video taping and an evaluation meeting.

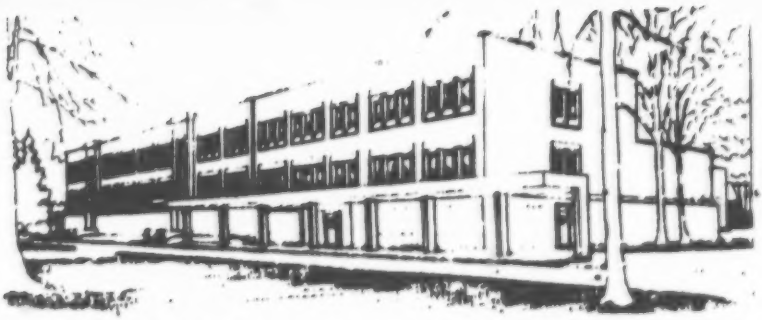
To prepare for the video taping sessions, the attached letter, page 95, was sent to employers, teachers, work coordinators, and administrators. Questions that were to be asked during the taping session were included on pages 97 and 99 to give persons time to think about their responses. A trial with two teachers and one employer was done by the work coordinators and questions adjusted following this trial to avoid one-word responses. The list of teachers and employer questions are included. One sample response was typed from the trial cassette recording and is included to show an example of responses obtained.

The evaluation meeting was held at lunchtime at a local restaurant with twenty-five (25) persons in attendance. The agenda, evaluation instrument and record of responses given in the group session are included. In addition, following the showing of the video tape, small groups were formed to discuss any reaction to the tape or project in general. Group comments are included as well as a synopsis of individual responses on the evaluation instrument.

The general concensus of all in attendance and those responding on the video tape was extremely favorable. Many changes in student skills and abilities were recorded. Through this community-school partnership, vocational education can better prepare severely handicapped students to enter the world of work.

Lyndon
Vocational
Center

502 WOOD ROAD · LOUISVILLE, KENTUCKY 40222 · Phone (502) 454-8296



Dear

Thank you for participating in the non-sheltered employment project conducted by Jefferson County Vocational Schools.

Enclosed you will find the questions we will ask during the video-taping at your location. We wanted you to have these questions ahead of time so that you could think about your answer. Ideally we like to have short concise statements no longer than 30 seconds each, but not one word or excessively short answers. We want you to be aware that your answer may not be used in its entirety or may not be used at all due to the constraints of television.

Please review these questions and we'll get in touch with you in a day or two to set up the time for the taping.

Thank you.

Harland D. Smith
Principal

NON-SHELTERED EMPLOYMENT PROJECT

EMPLOYER QUESTIONS

PLEASE INTRODUCE YOURSELF, YOUR POSITION, YOUR COMPANY AND LOCATION.

DESCRIBE HOW YOU BECAME AWARE OF THE WORK STATION PROGRAM - WHO MADE INITIAL CONTACT AND WAS THE WRITTEN INFORMATION CLEAR?

WHAT VARIOUS JOBS DO THE PARTICIPANTS DO AT _____ ?
(LOCATION)

WHAT GROWTH HAVE YOU OBSERVED IN THE PARTICIPANT AS A RESULT OF THEIR EXPERIENCES HERE?

HOW HAVE THE OTHER EMPLOYEES GAINED UNDERSTANDING OR ACCEPTANCE OF THE PARTICIPANTS IN THE TRAINING PROGRAM?

HOW HAS _____ BENEFITED FROM THIS TRAINING PROGRAM?
(COMPANY - BUSINESS)

AS _____ WHAT ARE YOUR FEELINGS ABOUT CONTINUING
(POSITION)
THE PROJECT NEXT YEAR?

INSTRUCTOR QUESTIONS

1. WHAT IS YOUR NAME?

2. WHAT IS YOUR SCHOOL AND TRAINING AREA?

3. HOW DID YOU BECOME INVOLVED IN THE NON-SHELTERED WORKSITE PROGRAM?

4. HOW DO YOU DEVELOP A WORK LOCATION, FOR EXAMPLE, WHAT DO YOU DO BEFORE YOU TEACH THE STUDENT ABOUT A PARTICULAR JOB OR WORK LOCATION?

5. WHAT SPECIFIC JOBS DO YOUR STUDENTS DO AT YOUR JOB LOCATION?

6. HOW DO YOU GET THE STUDENT READY FOR A WORK LOCATION?

7. HOW ARE THE STUDENTS SELECTED FOR A PARTICULAR JOB OR WORK LOCATION?

8. WHAT CHANGES HAVE YOU NOTICED IN THE STUDENTS THAT HAVE PARTICIPATED IN THE PROGRAM?

9. HOW HAS THE TRAINING TIME IN BUSINESS HELPED YOU IN THE CLASSROOM?

NON-SHELTERED EMPLOYEMENT PROJECT

Teacher Questions and Response

Interviewer - Mr. George DeBerry

Interviewee - Mrs. Peggy Gibson - Business and Office, Lyndon Vocational School

1. Question - How did you become involved in the Non-Sheltered Work-Station program?

   Answer - Mrs. Yvonne Kelley and Mr. Peter Piccirilli talked to the faculty about the program and what benefits could be gained for students. I was impressed with the possibilities this program had for the students at Lyndon Vocational School and felt it was worth implementing.

2. Question - How do you develop a work location? How do you teach a student about a particular job or work-location?

   Answer - We explored the work locations to understand and find out what opportunities are at the locations for experiences and skill development for the students. I performed the various tasks myself to see if the needs of the work location fit the needs of the students and could be accomplished.

3. Question - What specific jobs do your students do at the work location?

   Answer - The students performed numerical filing and other related filing task.

4. Question - How do you get students ready for a particulare work-site?

   Answer - Drilled students on pre-determined tasks they would be performing at the work-sites.

5. Question - How are students selected for a particular work-site?

   Answer - Those students who had the highest performance during the training exercises were selected first while other students received further training and rotated later into the program when positions opened.

6. Question - What changes have you noticed in students who participated in the program?

   Answer - Students were enthusiastic about transferring their learned skills to the actual job site. Some bad habits were corrected by on-site supervisors helping the students to realize thet their bad habits were offensive to the customers.

On site observations and constructive corrections of work habits was highly affective.

Students gained confidence and self-esteem through good performances.

7. Question - How has training time in the business world helped in the classroom?

   Answer - Students have learned that classroom instruction and training translates directly to jobs in industry by which they can earn wages and gain experience, and develop skills for the working world.

8. Question - Do you have additional comments and suggestions?

   Answer - a. Students and employers both felt positive about the program.

   b. All students would benefit from work-site experiences.

   c. Discussion and re-actions from parents were positive and further work-site program participation was encouraged to prepare students after graduation for the reality of the working world.

NON-SHELTERED EMPLOYMENT PROJECT EVALUATION

PLACE: Masterson's

DATE: June 13, 1985

TIME: 12:30 P.M. - 2:30 P.M.

12:30 - 12:35 -	Welcome	-Mrs. Yvonne Kelly
12:35 - 12:40 -	Introduction of Guests	-Mr. George DeBerry
12:40 - 1:30 -	Luncheon	
1:30 - 1:40 -	Project Overview	-Mr. Harland D. Smith
1:40 - 2:00 -	Video Tape Presentation	-Mr. Peter Piccirilli
2:00 - 2:30 -	Break into four groups	-Group discussion and evaluation of project.

1 - Mr. Smith

2 - Mr. DeBerry

3 - Mrs. Yvonne Kelly

4 - Mr. Peter Piccirilli

Consensus sharing - Mr. Smith

Recorder - Ms. Dorothy Boswell

REPORT from Evaluation Meeting, June 13, 1985

Twenty-five (25) persons attended the evaluation session at Masterson's Restaurant.

Ms. Yvonne Kelley welcomed everyone to the meeting. Lunch was served.

Mr. George DeBerry, Vocational Improvement Program Teacher from Mill Creek Vocational School introduced individuals at the head table:

Mr. Ed Orick, Principal, Mill Creek Vocational School
Mr. H.D. Smith, Principal, Lyndon Vocational School
Ms. Y. Kelly, Work Coordinator, Tully School
Mr. Pete Piccirilli, Vocational Improvement Program Teacher, Lyndon Vocational School

Then, Mr. DeBerry requested everyone else at the meeting to introduce themselves and tell where they were from and their titles.

Mr. Smith gave an overview of how the project was envisioned, written, and approved by the end of July, 1984. The project was designed to evaluated if a handicapped student could be placed in a work station and function appropriately in a business setting. Plans for the future were discussed. Funding for next year for substitutes or aides has been placed in each local school's existing funds. Teachers will have to adjust their program plans if they wish to include this type of assistance. Evaluation forms were explained.

Mr. Piccirilli introduced the video tape. He told the group that he felt the best way to sell a program was through employers being able to view a video tape of what handicapped students could perform. Appreciation was expressed to everyone for being involved in this project. The video tape presentation was shown including an overview of various work stations.

The group was then divided into four (4) groups for discussion of the tape. Each group gave comments:

Mr. Smith reported for Group 1: Students needed to be in the field more. Concern was expressed with the term "severely handicapped" -- community persons interpret student abilities from the label and don't expect much from them.

Ms. Kelley reported for Group 2: Names and businesses, titles were checked on the tape and no corrections needed to be made. The group expressed the need for more students to be interviewed, but realized that students at this level generally do do express themselves well. More students action at work needed to be included.

Mr. Piccirilli reported for Group 3: The tape was "super!!" More students needed to be shown expressing feelings about their reactions when they started the work station program and after their job experiences.

Mr. DeBerry reported for Group 4: The program was successful. This group felt that other companies could be sold on the program by using the video tape.

Mr. Smith then gave out individual evaluation forms and requested a written response.

Final comments: Group 1: The quality and quantity of the students work had increased with on-the-job training. The employees benefited also, and felt they had contributed something to others. Changes needed: more time and more days for students to participate in the work experience program. Public relations were better at the end of the program.

Group 2: All employers would like to see the project continue.

Group 3: This program gave students confidence in themselves.

Group 4: Appreciation for the outstanding leadership given by all who participated was expressed.

Mr. Smith collected the evaluation forms and expressed his appreciation to the group for their participation. A final report will be compiled and each employer would receive one.

Meeting adjourned.

NOTE: THE COMPILATION OF COMMENTS FOLLOWS THIS SECTION.

NON-SHELTERED EMPLOYMENT PROJECT

EVALUATION WORKSHOP - JUNE 13, 1985

PLEASE CHECK: ____ EMPLOYER ____ TEACHER _____PRINCIPAL _____WORK COORDINATOR ____
____ OTHER

1. How do you feel about participating in the Jefferson County School's Non-Sheltered Employment Project educational process?

2. What evidences of growth in students have you seen?

3. How has your business benefited from this training program?

4. What changes in this training program would you like to see in the future?

NOTE: Process would be to hand out individual copies to entire group, split into small discussion groups with a recorder, reconvene in large groups and list on large sheets of flip-chart paper answers to questions with magic marker.

100

NON-SHELETERED EMPLOYMENT PROJECT FOR SEVERELY HANDICAPPED STUDENTS

EVALUATION COMMENTS 6-13-85

QUESTIONS	ADMINISTRATORS	WORK COORDINATORS	TEACHERS	EMPLOYERS
1. How do you feel about participating in the Jefferson County School's Non-Sheltered Employment Project educational process ?	Partnership between special needs programs and employers. Successful extension of classroom. New avenue for training. Needs to be included as permanent part of Vocational training. Very good, but needs to be expanded to involve more students.	Much needed program. Needs funding to include all areas. Exciting program. Showed the importance of personal relationships. Benefited all involved. Excellent rewards.	Very happy & excited to have students advance to work in business. Excellent--looked forward to going. A "must" for high-school age students. Enjoyed getting an inside look at workers in industry. Much needed, successful expansion of classroom. Involved community in educational process. Positive experience.	Very much in favor of program. Very good program-nice to help others grow. Beneficial. Enjoyed seeing students benefit. Made a contribution to community. Can use employer participation as reference. Benefits all parties: Jefferson County Schools, students, and community businesses. Would recommend the program to another employer. All employers present were in favor of continuing the program next year.
2. What evidences of growth in students have you seen?	Students and staff learned the importance of social skills in interacting with other employees. Students learned appropriate ways of interacting. Quantity and quality of work increased. Confidence increased. Idea of working on a productive team increased.	Self confidence increased, Skills increased. Human relations were developed. Made better relation between school and business. Better attitude toward work. Improved personal well being. Increased ability to travel in community. Improved communication and independence.	Self-confidence and understanding world of work and readiness, willingness to work increased. Students lost their fear of going to work. Other students in class worked harder to be able to go to community work site in future. Work skills and social skills improved immensly. Got feeling of being needed. Got more mature attitude. Got insight for future.	Awareness of work environment. Went right to work. Learned to work without constant supervision. Increased self-esteem, self-confidence self worth. Made good gains in skill development. Developed interpersonal relationships. Felt good about selves, took pride in work. Wanted to do a good job. Learned to follow directions.

BEST COPY AVAILABLE

NON-SHELETERED EMPLOYMENT PROJECT FOR SEVERELY HANDICAPPED STUDENTS

EVALUATION COMMENTS 6-16-85

QUESTIONS	ADMINISTRATORS	WORK COORDINATORS	TEACHERS	EMPLOYERS
3. How has your business benefited from this training program?	Possible job placement. Employees self image enhanced.	Broadened knowledge of teachers. Increased business understanding of school vocational training programs. First hand understanding of teaching on-the-job. Understanding of handicapped students abilities. Good public relations for school.	Benefits to whole class. Improved work ethic. Motivation for other students. Provided on-the-job training, work experience.	Helped with work load in office typing, filing. Labor saving Employees of business while helping others added to their own self-esteem. Employees enjoyed association. Took pressure off their jobs with assistance. Changed perception of LD capabilities. Maintained up-to-date filing rather than letting it pile up. Employee awareness of handicapping conditions.
4. What changes in this training program would you like to see in the future?	Improved transportation. More teachers and work sites involved, more students included. Develop system to maintain quality. Increase time at work site and go more frequently. Provide help for new teachers who want to try this strategy.	Involve more students. Involve more businesses and additional tasks. Include more vocational training areas. Increase record keeping and task analysis of jobs. Locate more funding to continue project. Increase amount of time at work, both hours and days per week.	Maintain contact persons. Write do's and don'ts for teachers. Develop system to supervise more than one site at a time. Share list of work sites with other schools. Develop more sites, more variety of tasks at each site, better back-up system. Develop continuum for Work Experience to advance to co-op status. Invole more students, but keep small number at each location.	None needed--program is great as it is. Four added more time or days per week in company would be good. Two said more variety of work was needed to challenge students and increase skills. All said they wanted the program back. One said the program should be increased to work in all areas of employment opportunities.

BEST COPY AVAILABLE

SAMPLE FORMS

PROGRAM FORMS

The following forms have been useful in documenting student information and permission to enter the Work Station Program:

1. SAMPLE PARENT LETTER: Describing programs and gaining parent permission for student to participate. Signed by parent/guardian, student and teacher or work coordinator responsible for training.

2. INSURANCE INFORMATION FORM: Outlines insurance verification and records policy numbers or waiver. Signed by parent/guardian.

3. PHOTO RELEASE FORM: Outlines use of picture for recording student progress, sharing with teachers, parents, and/or business persons. Signed by parent if under 18, student if over 18.

4. TRANSPORTATION WAIVERS:

   Student: Gives permission for student to be transported in private automobile if necessary. Signed by parent/guardian. Required form by Jefferson County Board of Education "Waiver of Responsibility for Participant being Transported".

   Teacher: Outlines required insurance and waivers for the Board of Education. signed by teacher. Required form by Jefferson County Board of Education "Waiver of Responsibility For Owner & Operator of the Private Vehicle.

5. BIRTH VERIFICATION: Verifies student age and birthdate. This is used in lieu of work permit. Signed by school staff.

6. WORK SITE AGREEMENT: Outlines responsibilities for Student, Parent/Guardian, School Staff, and Work Site Sponsor, Signed by all involved parties.

DATE_____

Dear Parent:

Students in the _____(Occupational area)_____ program may be placed on a Community Work Station in a job related to their training area. Students who participate should gain valuable work experience. The student will be under the Supervision of the vocational area teacher and a supervisor from the place of business. Participating students will follow the rules outlined on the attached Work Site Agreement which covers all co-op and work experience programs.

_____(Students name)_____has been selected to participate in this program begining_____(Semester or date)_____. In order for him/her to participate in this training program, we need your signature to indicate that you have given your permission, and we need the attached Insurance, Photo and Transportation Forms also signed.

Keep one copy and return the original signed.

_____

PARENT/GUARDIAN SIGNATURE DATE

_____

STUDENT SIGNATURE DATE

_____

TEACHER/WORK COORDINATOR SIGNATURE DATE

INSURANCE INFORMATION FORM _____
STUDENT NAME

PLEASE INDICATE INSURANCE COVERAGE OR SIGN WAIVER:

____ 1. I have school insurance recorded at _____.
Name of School

____ 2. I wish to purchase school insurance _____
Parent/Guardian Sign Date

____ 3. I have a medical card and receive medical treatment from:

_____
Medical Card Number Parent/Guardian Sign Date

____ 4. I/we _____ Parents/Guardian of

_____ do not wish to purchase school
Student Name

insurance because we carry _____
POLICY NUMBER NAME OF COMPANY

which expires on _____. This policy gives complete medical coverage for our school age children.

_____
Parent/Guardian Sign Date

____ 5. Please complete this section if you do not have school insurance. medical card or family insurance:

INSURANCE WAIVER

I _____ DO NOT WISH TO TAKE OUT SCHOOL INSURANCE, DO NOT HAVE ANY OTHER TYPE OF MEDICAL INSURANCE ON MY CHILD, AND ASSUME FULL RESPONSIBILITY FOR MY CHILD.

_____
PARENT/GUARDIAN SIGN DATE

PHOTO, SLIDE OR VIDEO TAPE RELEASE FORM

JEFFERSON COUNTY PUBLIC SCHOOLS

CHILD'S NAME _____

SCHOOL _____

PARENT'S NAME _____

ADDRESS _____

PHONE NUMBER _____

I, _____ , parent or guardian of

_____ , do hereby give and grant unto the Jefferson County Public Schools, Office of Community Affairs, permission to use and publish a photo, slide or video tape of my child _____

for Community Work Stations _____

I do further certify that I am of full legal capacity to execute the foregoing authorization and release.

_____

(Signature)

WITNESS: _____ DATE _____

Photographer's Note:

Identify data, such as description of clothing _____

_____

_____

_____

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WAIVER OF RESPONSIBILITY
(FOR PARTICIPANT BEING TRANSPORTED)

I CONSENT FOR MY CHILD _____ TO BE TRANSPORTED
(NAME OF STUDENT)

BY PRIVATE VEHICLE TO ALL NON-SHELTERED EMPLOYMENT PROJECT EVENTS IN WHICH MY CHILD IS PARTICIPATING. I HEREBY WAIVE AND RELEASE ANY AND ALL RIGHTS AND CLAIMS FOR DAMAGE I MAY HAVE AGIANST THE JEFFERSON COUNTY PUBLIC SCHOOLS AND/OR THE DRIVER OF THE PRIVATE VEHICLE.

_____ _____
SIGNATURE OF PARENT DATE

_____ _____
SIGNATURE OF PRINCIPAL DATE

WAIVER OF RESPONSIBILITY
(FOR OWNER AND OPERATOR OF THE PRIVATE VEHICLE)

I UNDERSTAND THE PERSONAL SAFETY OF THE STUDENT IS OF FIRST IMPORTANCE TO THE SCHOOL.

I AGREE TO BEING RESPONSIBLE FOR TRANSPORTING _____
(NAME OF SCHOOL)

SCHOOL ATHLETIC/ACTIVITY PARTICIPANTS TO THE FOLLOWING EVENT:

COMMUNITY BASED VOCATIONAL WORK STATION ON _____
(NAME OF EVENT) (DATE)

I HEREBY WAIVE AND RELEASE ANY AND ALL RIGHTS AND CLAIMS FOR DAMAGE I MAY HAVE AGAINST THE JEFFERSON COUNTY PUBLIC SCHOOLS. I HAVE AT LEAST THE FOLLOWING LIMITS OF LIABILITY INSURANCE WITH _____.
(NAME OF COMPANY)

$ 10,000 PROPERTY DAMAGE LIABILITY
$ 50,000 BODILY INJURY LIABILITY EACH PERSON
$100,000 BODILY INJURY LIABILITY EACH ACCIDENT

_____
(OWNER AND OPERATOR SIGNATURE)

TRANSPORTATION APPROVED BY:

_____
SIGNATURE OF PRINCIPAL

_____
DATE

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WORK STATION

TRAINING AGREEMENT

THE WORK STATION TRAINING SPONSOR AGREES:

To take an active part in training and supervising this student while providing on the job instruction in accordance with the student Work Station Training Plan.
To assist the coordinator in evaluating the student's performance on the job by completing the evaluation form when required.
To provide close supervision by an experienced and qualified person and to avoid subjecting student-trainee to unnecessary or unusual hazards.
To notify the parent and the school immediately in case of accident, sickness, or any other serious problem.
To permit and expect the coordinator to assist on the job/visit periodically to discuss the progress of the student-trainees and to observe them on the job.
To give the same consideration to the student-trainee as given to other employees in regard to safety, health and general working conditions and other regulations to the business.
To comply with all regulations prohibiting discrimination on the basis of race, religion, national origin, sex, age or handicap.

THE STUDENT-TRAINEE AGREES:

To be courteous and considerate of the Training Sponsor, co-workers, and others.
To keep the Training Sponsor's interest in mind and to be punctual, dependable, and loyal.
To notify the Training Sponsor, the coordinator as soon as possible if unable to go to work and/or school.
To conform to the policies and regulations of the Training Sponsor and the school.
To maintain a satisfactory performance in the school and on the job training.

THE TEACHER OR WORK COORDINATOR, ON BEHALF OF THE SCHOOL, AGREES:

To prepare with the assistance of the training sponsor a Work Station Training Plan of job experiences.
To assist the student on the job to determine instructional needs and to insure that the student-trainee receives job training and supervision as well as a variety of job experiences.
To recognize that much of the information gathered at the company is confidential.
To make provisions for the student-trainee to receive prior or concurrent related instructions on a regularly scheduled basis as outlined on the Work Station Training Plan.

THE PARENT OR GUARDIAN AGREES:

To accept responsibility for the student-trainee's safety and conduct while traveling to and from school, place or work station training and home, and while working in business Community Work Station.
To agree that the student-trainee may enroll in the Work Station Training Program.

TRAINING SPONSOR	STUDENT
WORK COORDINATOR/TEACHER	PARENT

WORK STATION
TRAINING AGREEMENT

COOPERATIVE WORK STATION EDUCATION

☐ AG ☐ Health
☐ B&O ☐ HE ED
☐ DE ☐ Other ☐ IND ED

NAME OF SCHOOL		DATE	
ADDRESS	ZIP	REGION	
NAME OF STUDENT	SOCIAL SECURITY NO.	BIRTHDATE	AGE
ADDRESS		PHONE ZIP	
O.E.CODE NO.	INSTRUCTIONAL AREA(S)		
NAME OF TEACHER-COORDINATOR	INSTRUCTIONAL AREA TEACHER		
TRAINING SPONSOR		PHONE	
ADDRESS	ZIP	EQUAL OPPORTUNITY EMPLOYER ☐ Yes ☐ No	
NAME OF TRAINING SUPERVISOR	TITLE	PHONE	
JOB TITLE (Career objective of job for which student is to be trained)		D.O.T. Code No.	

TYPE OF ROTATION SCHEDULE USED

☐ Half-Days ☐ Days (Give No. of Days) ☐ Weeks (Give No. of Weeks)

TIME SCHEDULE FOR WORK STATION

Dates: _____ Time: _____

BIRTH VERIFICATION FORM

TO WHOM IT MAY CONCERN:

THIS LETTER IS TO VERIFY THE FOLLOWING INFORMATON:

NAME _____

PARENT OR
GUARDIAN _____

DATE OF
BIRTH _____

ON FILE
SINCE _____

SCHOOL _____

SUCH INFORMATION IS ON FILE IN THE OFFICE OF PUPIL PERSONNEL, JEFFERSON COUNTY PUBLIC SCHOOLS, 3332 NEWBURG ROAD, LOUISVILLE, KENTUCKY

_____
SCHOOL OFFICIAL

_____
TITLE

AUDIO VISUAL RESOURCES

I. Slide Presentation available at cost. For additional information contact:

Lyndon Vocational School
502 Wood Road
Louisville, KY 40222
(502)454-8296

II. Video Cassette available by providing blank tape. For additional information contact:

Director, Research & Development Unit
State Department of Education
2021 Capital Plaza Tower
Frankfort, KY 40206
(502)564-2890

NON-SHELTERED EMPLOYMENT FOR SEVERELY HANDICAPPED PROJECT 1984-85
JEFFERSON COUNTY PUBLIC SCHOOLS, RESEARCH AND DEVELOPMENT GRANT, VOCATIONAL EDUCATION
KENTUCKY STATE DEPARTMENT OF EDUCATION

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
1. Title	1. In July, 1984, the Kentucky Department of Education funded a pilot project to address the problems a severely handicapped student has in obtaining placement after vocational training. The NON-SHELTERED EMPLOYMENT FOR SEVERELY HANDICAPPED PROJECT was established to develop work stations with local employers so that handicapped students could get "real" life experiences outside the school setting.
2. Mill Creek Vocational Rehabilitation School	2. Three Jefferson County Schools in Louisville, Kentucky, were teamed together for the 1984-85 school year: Mill Creek Vocational Rehabilitation School,
3. Lyndon Vocational Rehabilitation School	3. Lyndon Vocational Rehabilitation School, AND,
4. Roberta B. Tully School	4. Roberta B. Tully School.
5. Humana Hospital: Southwest	5. Traditional methods of vocational education do not work for severely handicapped students. They cannot be "sent" to work. They need to be trained in how to get to work, and require more work site training than a regular vocational student. Therefore, the NON-SHELTERED EMPLOYMENT PROJECT began establishing community work sites directly related to the vocational training areas and scheduled teachers with small groups of students for direct supervision in business. Humana Hospital: Southwest, is an example of a beginning work site.
6. Students in classroom	6. Students of Mill Creek Vocational School, in a Home/Community Services class, are shown during an orientation session covering community functioning skills needed for the job.
7. Two students in hall	7. Students were taught how to check in with the work site supervisor to receive information about supplies needed and which rooms to clean.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
8. Work supervisor and student	8. In order to get tasks done according to hospital standards, the work supervisor worked closely with the teacher and students.
9. Teacher watching 2 students	9. Students started cleaning a Discharged Patient Room under the watchful eye of the teacher. The teacher had worked the job with the job supervisor beforehand, and task analyzed the steps needed before bringing the students to the job site.
10. Student with hospital cleaning cart in hall	10. This allowed the teacher to make sure that students could recognize needed cleaning supplies and follow initial directions needed. The first step was to remove all soiled linens from the room.
11. Hospital room ready for cleaning	11. They then learned the cleaning agents and tasks to perform to sterilize the room for the next patient.
12. Teacher and student	12. The teacher explained the proper ways of mixing and measuring the various cleaning solvents and disenfectants,
13. Student cleaning wall	13. and students were able to practice these tasks using the actual items in the setting in which they will be used.
14. Two students making a bed	14. Since severely handicapped students have difficulty in transferring the knowledge they have gained in school to the work setting, this allowed direct teaching to facilitate learning.
15. Student with hospital cart in hall	15. After the Discharged Patient Room has been thoroughly cleaned, the student learned to read a work order and check needed supplies to move to the next room.

HSE PROJECT 84-85
JCPS

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
16. Student pushing cart in kitchen	16. In another part of the hospital, Dietary Department, a student worked directly with a TMH teacher, learning skills needed to operate a dishwasher,
17. Student standing at silverware cart	17. put clean dishes into storage carts, sort silverware, and prepare patient trays.
18. Hospital building skyline Humana Hospital: University	18. At Humana Hospital: University, in a downtown hospital complex,
19. Hospital driveway Humana Hospital: University	19. a student worked under the direction of a TMH teacher in the Mail Room-Print Shop.
20. Supervisor and student	20. The supervisor worked closely with the student in teaching procedures...
21. Student with papers	21. in using a paper jogger before transferring papers to a padding press.
22. Student with papers in stack	22. The student learned how to apply the glue in the correct manner, beginning in the middle and working to each edge--smoothing it out in an even coat,
23. Student applying glue to papers in stack	23. to make notepads.
24. Student at sink	24. After applying the glue, supplies were properly cleaned and stored.
25. Humana Hospital: Audubon	25. At Humana Hospital: Audubon, a group of students from Lyndon's Modified Clerical Occupations class worked in the Business Office and Medical Records Departments.
26. Students in front of hospital sign	26. These students from Lyndon Vocational School came in the morning, and another group came in the afternoon, one day a week. Fourteen students were eventaully involved in the project.

NSE PROJECT 84-85
JCPS

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
27. Outside Business Office door	27. The students were taught skills in reading direction signs in a busy hospital, and elevator use in moving from the Business Office to Medical Records Department which are located on two different floors.
28. Two students with supervisor at computer	28. Though the students did not get "hands-on" experience this year, the supervisor did show them how records were stored on the computer, which gave the students an incentive to learn better computer skills at school.
29. Humana employee at computer	29. They were able to observe several Humana employees suing the computer as they were doing their assigned tasks. Here the employee is checking unpaid patient accounts.
30. Work Coordinator with student at desk	30. The work coordinator and teacher learned the procedures of various office tasks and then guided students through practice. One of these tasks was to assemble patient accounts: Stacks of patient folders, itemized bills and insurance forms needed to be placed together in the folders for processing.
31. Humana employee with student at desk	31. As students became more independent, supervision was transferred to Humana employees who were responsible for the task, which allowed the teacher to give direct supervision to another student needing help.
32. Student working alone at desk	32. Toward the end of the year, several students could work independently and have their work checked periodically.
33. Department supervisor with student	33. The department supervisor worked with each student in helping them understand the order needed for these forms in the patient folder,

NSE PROJECT 84-85
JCPS

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
34. Supervisor with student	34. and the importance of checking very carefully the patient's last name, first name, and account number before placing the forms in the patient folder.
35. Supervisor and student bending over patient stacks	35. Completed folders were filed in one section of the color-coded stacks.
36. Humana employee with student in stacks	36. Students were given instruction in the use of the computer sheets and learned,
37. Teacher with two students in stacks	37. to locate the color that matched the first initial of the last name with the color-coded computer sheet. When none could be found, they were taught to place an "X" on the computer sheet. Folders had to be kept in alphabetical order and delivered to the work supervisor when pulled. This was called, "pulling zero's".
38. Supervisor with student	38. As skills increased, students were rotated into the Medical Records Department which was located on another floor.
39. Student standing on step stool filing	39. The Medical Records Temporary Holding Room was also the place where doctors would come to record messages about the patients for inclusion in the records. The students had to learn to work very quietly when this recording was being done.
40. Student filing	40. The Medical Records Permanent Storage Room was very secluded, so the students learned how to conduct themselves for personal safety.
41. Students outside Brookside Retirement Community	41. Students from the Home/Community Services class at Lyndon worked at Brookside Retirement Community, which is a controlled community for active, retired persons over the age of 62. This Community consists of 99 cottages and 193 apartments.

NSE PROJECT 84-85
JCPS

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
42. Four students and teacher with Director of Housekeeping	42. Four students and their teacher learned first-hand procedures from the Director of Housekeeping at Brookside.
43. Two students and teacher in supply room	43. Students learned commercial names for cleaning supplies, location in storeroom and the proper way to load supplies onto the housekeeping cart.
44. Resident manager with student	44. The Resident Manager gave individual attention in helping students learn to move fragile items.
45. Housekeeping supervisor and student in front of display case	45. In the formal dining area and lounge areas, many fragile items were displayed, and these items as well as the furniture
46. Students, teacher and supervisor	46. needed special cleaning techniques. Here students got instruction on polishing silver.
47. Student in lounge area	47. Students learned care of glass surfaces as well as wood surfaces and proper cleaning agents and techniques to use.
48. Teacher and student in library area	48. Dusting in the library was more difficult for students as "hidden" areas where dust collected needed to be found (behind books, etc.); and since this was a favorite place for residents to read, students learned to work quietly and pleasantly.
49. Student dusting in foyer	49. The main foyer is another area where students and residents were in close contact. Students were given instruction in proper social behavior around the residents, since in this setting, each resident really was the "boss", and all employees were there to serve the residents.

NSE PROJECT 84-85
JCPS

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
50. Student vacuuming in the foyer	50. In this area the students had to safely manipulate the vacuum around the furniture and around wheelchairs or residents who might be unsteady on their feet. This added a dimension to the student's social understanding. Safety in manipulating the vacuum cleaner cord needed to be taught in order to keep it out of the main hallways and to keep it from becoming tangled in the vacuum cleaner.
51. Supervisor and student with plants	51. Another unique job for students to learn was the caring for delicate plants: using a water spray bottle, watering can, plant shine and cleaning techniques without tearing the leaves of the plants. Dimensions of how much spray was needed, which plant leaves were "shiny" and which were "rough" for applying plant shine, were more difficult for the students to learn.
52. Supervisor and student in laundry	52. Occasionally, students assisted in the laundry area, but because of the time factor and technical cleaning/sterilization processes, this task was usually done by an outside contract.
53. Supervisor and two students at whirlpool	53. Students were instructed in proper techniques for cleaning stainless steel and the whirlpool,
54. Supervisor with one student at whirlpool	54. and were given supervised practice.
55. Supervisor and student in sink area	55. Students learned to use a sanitizer to clean the sink areas as well as techniques for entering Men and Women's restrooms properly.
56. Student cleaning urinal	56. Students learned to use brush and sanitizer to clean urinals in the public restrooms--a task that was not so popular, but was part of the job--and needed to be done with a good attitude.

NSE PROJECT 84-85
JCPS

STORYBOARD FOR SLIDE PRESENTATION

57. Two students outside Kentucky Flying Service	57. Students from Tully School worked at Bowman Field, a Regional Airport, at Kentucky Flying Service.
58. Two students in front of an airplane	58. Here they were taught safe procedures in walking from the parking lot across the ramp with planes sometimes moving about.
59. Office Manager at desk	59. The Office Manager and supplies were on the second floor, but jobs were on both levels.
60. Student sweeping	60. One student who was enrolled in Building Maintenance class at Lyndon, was given work site training with the cooperation of the teacher at Lyndon, and the supervision of the work coordinator from Tully.
61. Student cleaning in lobby	61. This gave the student an opportunity to practice skills learned in class in a community setting. Since task order was difficult for this student to learn, jobs were posted on the supply closet door. Lobbies, halls, restrooms and stairs were cleaned using proper cleaning supplies and equipment.

NO SLIDES: CONCLUSION: During the year, 57 students gained work experience. Eight different Louisville area businesses cooperated in providing work stations for training--several in more than one department. As a result, 17 students had been placed at the end of the project. All of the others gained a positive work reference to use as they continued to seek employment. Procedures for this strategy of training for severely handicapped students were written in a Teacher Handbook so that other teachers could benefit in establishing community work stations in their home communities.

For additional information, contact:

Vocational Education
Kentucky State Department of Education
Capitol Tower Plaza
Frankfort, Kentucky 40601

or

Vocational Education
Jefferson County Public Schools
Durrett Education Center
Louisville, Kentucky 40218